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Designed for use in third-grade classes, this teacher text presents the first step in a sequential Japanese language program for elementary school children (see also ED 019 666 and AL 001 743 and 744). The complete series will include eight volumes to be covered in four years, at which time the students should be ready to join the second level in the secondary school using "Learn Japanese--Secondary School Text, Volume III." The 15 lessons in this text generally follow an audiolingual approach, beginning with short conversational exchanges "in a natural setting familiar to the pupils." The pattern practice section which follows gives examples of drills (recognition, repetition, substitution, response, chain, and expansion) which are suitable for elementary pupils. Also included are suggested classroom activities and notes for the teacher on Japanese culture, structural points, and pronunciation. The standard spoken language of the Tokyo area is used throughout, written in Roman characters. Tapes, slides, and other audiovisual materials are also being developed to accompany this text. The course is currently being field tested and will be revised before publication for the general public. For further information on the project, write to Mrs. Esther M. T. Sato, Director, Japanese Language Project, College of Education, Wist Hall Annex 2 (Room 128), 1776 University Avenue, Honolulu, Hawaii 96822. (JD)

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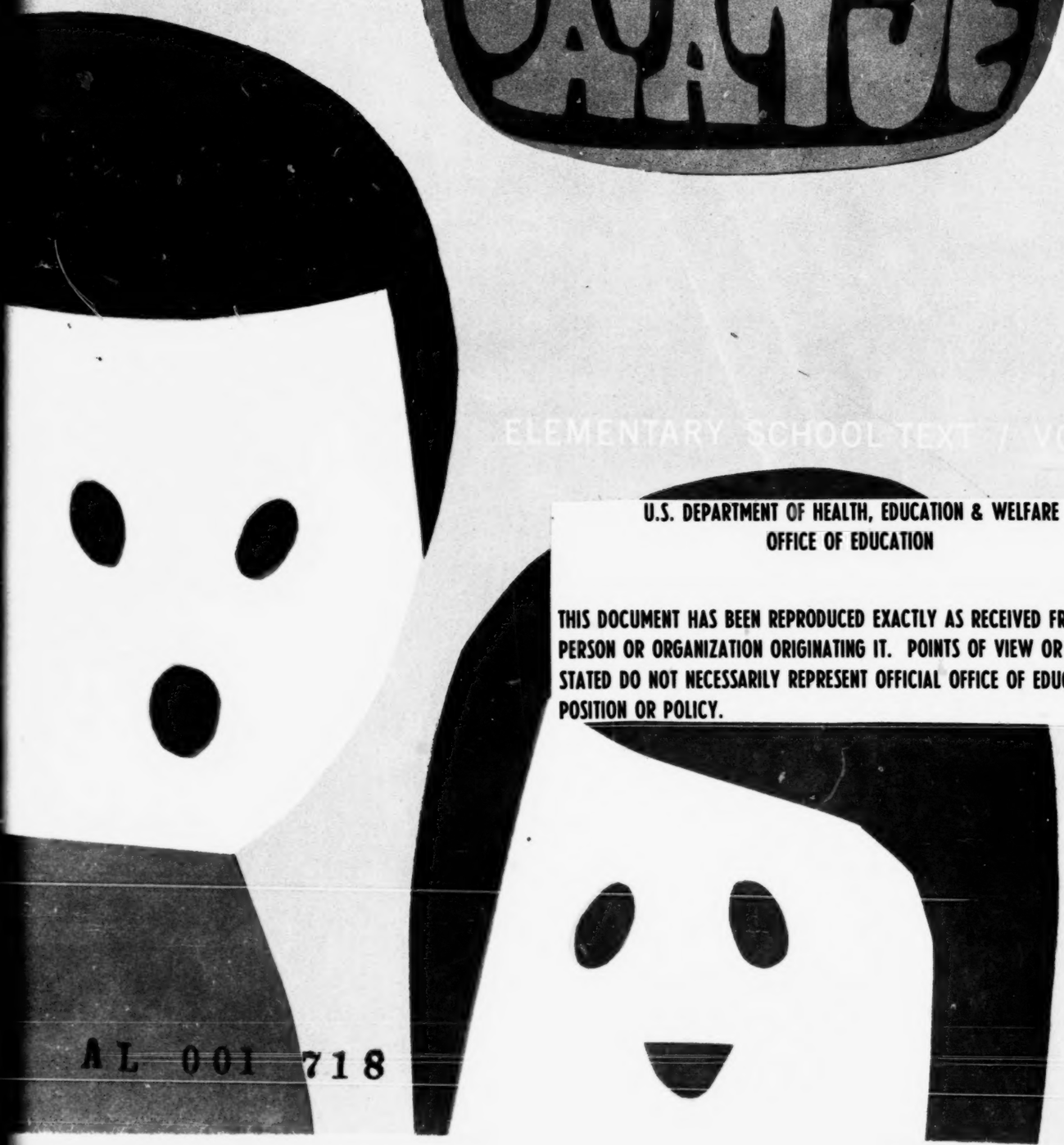
LEARN JAPANESE



ELEMENTARY SCHOOL TEXT / VOLUME ONE

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AL 001 718

LEARN JAPANESE -

ELEMENTARY SCHOOL TEXT

VOLUME I

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1967

AL 001 718

The text developed herein by the authors, who bear the ultimate responsibility for the content of the text, is part of Project 6-1377 supported by a grant from the Office of Education, Department of Health, Education and Welfare, under the provisions of the Cooperative Research Program. The project has the task of developing sequentially arranged Japanese language materials such as texts (except for LEARN JAPANESE - SECONDARY SCHOOL TEXT which has been developed by the Department of Asian and Pacific Languages of the University of Hawaii), audio-visual aids, evaluation instruments, and teacher's guide for use in elementary and secondary schools in Hawaii and elsewhere. We hope that through our efforts Japanese language study in the United States will grow in its contribution toward greater understanding between East and West.

John Young
Esther M. T. Sato

Co-Directors of the Project

Cover by Keichi Kimura

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INTRODUCTION

LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME I, is the first step in a sequential language learning program which starts at grade three. As the main goals of the first level are to elevate the pupil's motivation and to cultivate proper pronunciation habits, the listening and speaking skills are emphasized. The spontaneous acquisition of spoken language is facilitated through imitation, repetition, drill and role playing.

In the first year of study the pupils are introduced to two main characters, Yooko and Masao, whose activities are adapted to the interest, age and experience of the language learner.

The elementary series is projected as follows:

	1st Semester	2nd Semester
Level 1	Volume I	Volume II
Level 2	Volume III	Volume IV
Level 3	Volume V	Volume VI
Level 4	Volume VII	Volume VIII

Throughout the series the audio-lingual approach is used. At the initial stage of language instruction, the pupil should not be asked to use the text. After four years of study at the elementary level, the pupil should be able to join the second level at the secondary school, using LEARN JAPANESE - SECONDARY SCHOOL TEXT, VOLUME III.

Each lesson in the text is accompanied by a set of visuals. These are an important tool in foreign language teaching at the elementary level. Teachers are encouraged to supplement the text visuals with realia

and other materials whenever possible. Also accompanying the teacher text is a tape of the dialogues which may be used in the language class to introduce a lesson. However, it is intended primarily for teacher use in preparing and planning for each new lesson. A second tape, which includes the musical arrangement of the songs, is designed so that the teacher can use it in the classroom as an instructional medium.

The style of Japanese used in the eight volumes represents the spoken language of the middle class families in Tokyo. The use of o as a polite prefix in this text is based on this context.

SUGGESTIONS TO THE TEACHER

The lessons in LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME I, are arranged in five units. The situational dialogues of the first two lessons in each unit introduce new vocabulary and structural points. The third lesson is a review lesson and new items are not introduced. The situations have been varied in order to present the conversations in a natural, meaningful setting.

Although each lesson is projected for approximately one week, teachers are encouraged to approach language instruction with a flexible attitude. As good teaching methods and the creativity and resourcefulness of each teacher are part of the total learning situation, and as the interest and ability of students vary, the one-week time schedule should be considered only as a general guideline. The general review lesson is optional depending on the time available.

LESSON FORMAT

1. The OBJECTIVES of the first two lessons in each unit include the new structural points, vocabulary, and useful expressions. The objective of the third lesson is the review of the first two lessons of the unit.

2. The EXPRESSIONS include useful expressions and dialogues and are written in a natural setting familiar to the pupils. The aim is to encourage the pupils to speak, understand, and enjoy the Japanese language through meaningful conversation. The conversations include new structural points, useful expressions, and some of the new vocabulary items. The new

words that are not included in the dialogue should be used during practice sessions and in dialogue adaptations.

The useful expressions include two types of sentences. The first is the non-pattern type. Some sentences of this type are: ohayoo gozaimasu, kon'nichi wa, and gomen nasai. These sentences are introduced for cumulative learning in the text. The second is the pattern type. These are injected into the dialogues to maintain the continuity and natural flow of the conversation. For example, ima ikimasu in Lesson 13 is considered as a useful expression inasmuch as the -masu form is not taught as a structural point in this lesson. Since the -masu form will be introduced as a new structural point in a later lesson, it is treated as a useful expression here.

3. The PRACTICE section includes some examples of drills suitable for elementary pupils. Drills should be started with a choral response by the whole class since this type of practice is helpful in giving pupils confidence. The class can then be divided in small groups by rows, sexes, or any other division suitable for the purpose of the drill. Individual responses should come when the students have gained fluency with the new material.

Time spent on the drills will depend on the interest and ability level of the students. Pupil performance and progress should determine the length and intensity of the drills.

During practice sessions teachers are encouraged to use visuals and realia, or to dramatize the expressions in order to emphasize the meaning. Teachers should use many different types of cues in conducting the drills.

Motions, facial expressions, realia, oral, and visual cues can be combined effectively to elicit a response from the class, groups, or individual pupils.

The first set of each type of drill appearing in the practice section serves as a model for the other drills of that type, although not all of them are so labeled. Teachers are encouraged to refer to the teacher's guide for additional hints in conducting the drills.

Recognition Drill

This drill is suitable for reinforcing understanding and does not require an oral response. The pupils respond to the oral cue by gestures or by some action to indicate recognition.

For example, in the counting lesson the pupils could hold up their fingers when a number is called. In learning the parts of the body, they may point to a part in response to an oral cue. The recognition drill can also be extended to most of the verbs and some adjectives such as ookii and chiisai.

Repetition Drill

The pupils repeat exactly what they hear after the model is presented by the teacher. The drill material can be a word, phrase, or a sentence. Emphasis is placed on pronunciation and intonation.

Response Drill

In the question-answer type drill the teacher will need to assume the initial responsibility of asking the questions. However, the pupils should be gradually led to a level where they can state the

question and the answer independently. Sufficient opportunities should be given to pupils to ask the questions as well as to answer them.

Examples: 1. Teacher: Kore wa nan desu ka?
Pupils: Sore wa hon desu.

2. Pupil 1: Chiisai taiko ga suki desu ka?
Pupil 2: Hai, suki desu.

The same technique can be used for a statement-response drill.

Examples: 1. Teacher: Itte mairimasu.
Pupils: Itterasshai.

2. Masao: Ookii taiko o kudasai.
Yooko: Hai, ookii taiko.

3. Yooko: Otan'joobi omedetoo.
Masao: Doomo arigatoo.

Substitution Drill

During the first year of language study the substitution drill is the simple substitution type where the pupil is required to replace one segment of the sentence by another segment. It is important for the teacher to present a model and cues so the pupils will know what to do.

Examples: 1. (Model)
Cue: (keeki)
Teacher: Keeki o tabemashoo.

Cue: (gohan)
Pupils: Gohan o tabemashoo.

2. (Model)
Cue: (juusu)
Teacher: Juusu o nomimashoo.

Cue: (miruku)
Pupils: Miruku o nomimashoo.

3. (Model)
   Cue: (uma)
   Teacher: Uma desu yo.

   Cue: (inu)
   Pupils: Inu desu yo.

4. (Model)
   Cue: (akai tori)
   Teacher: Akai tori desu ne.

   Cue: (ookii neko)
   Pupils: Ookii neko desu ne.

Expansion Drill

This drill starts with a short sentence which the pupils expand by adding words to it. The cue word given by the teacher is added to the previous sentence in the appropriate slots.

Example:
Teacher: Jidoosha desu.
Pupils: Jidoosha desu.
Cue: (yo)
Pupils: Jidoosha desu yo.
Cue: (akai)
Pupils: Akai jidoosha desu yo.

Chain Drill

The chain drill is done rapidly and it usually takes place after the expressions are practiced thoroughly. The teacher starts the drill by asking a question, or by making a request or a statement to pupil A. Pupil A replies and directs the same question, request or statement to pupil B. This process is continued until everyone in the class has had a turn. The last pupil directs his question, request or statement to the teacher.

Examples: 1. Teacher: Yooko san wa ikutsu desu ka?
Yooko: Watashi wa yattsu desu.
Masao san wa ikutsu desu ka?
Masao: Boku wa nanatsu desu.
Merii san wa ikutsu desu ka? Etc.

2. Teacher: Jon san, gohan desu yo.
John: Hai, ima ikimasu.
Merii san, gohan desu yo.
Mary: Hai, ima ikimasu.
Yooko san, gohan desu yo.

Etc.

3. Let pupils choose the adjectives.

Teacher: Jon san, booru o kudasai.
John: Hai, ookii booru.
Merii san, booru o kudasai.
Mary: Hai, akai booru.
Yooko san, booru o kudasai.

Etc.

4. Let pupils choose the nouns.

Teacher: Jon san, okashi o tabemashoo.
John: Hai, tabemashoo.
Merii san, gohan o tabemashoo.
Mary: Hai, tabemashoo.
Yooko san, keeki o tabemashoo.

Etc.

Dialogue Memorization Drill

Mastery of the entire dialogue is the aim of the dialogue memorization drill. It should be practiced after the pupils have gained sufficient fluency in reproducing the sentences. The proper sequence of the sentences in the dialogue is emphasized.

Role Playing

Pupils assume different roles and act out the dialogue before their peers. Props may be used to add interest and meaning to the conversation.

Dialogue adaptation is possible during role playing. A word or expression may be changed to vary the situation.

4. The NEW VOCABULARY appearing in the lesson is listed alphabetically. An asterisk (*) before a word or sentence denotes a passive learning item. These items are used in a dialogue to elicit a certain type of response and are not cumulative. The students are not required to master the passive items. All other items are introduced for active learning by the pupils and are cumulative. Cumulative items are used as a base for further learning and must be mastered by the pupils.

5. The SUGGESTED ACTIVITIES are optional. They are to be used at the teacher's discretion.

Songs can be introduced whenever appropriate within the unit. Most of the words in the songs are for passive learning by the pupils even if the verses are memorized. The teacher should use the expression, "Minasan, uta o utaimashoo," during the singing activity.

Visual cards for the games accompany the text. However, additional cards may be made by the teacher or pupils. Drawings or magazine illustrations are appropriate.

The game activity should be included whenever it is effective.

6. The NOTES include a section on structure which explains the new structural points introduced in the lesson.

Additional notes on the language are made under the section, usage, where pertinent points on language use are explained for teacher reference. The information may be explained to the pupils if a teacher feels that it is appropriate.

Culture notes explain the customs and behavior of the Japanese people as related to the language and daily life. The pupils may find this in-

formation interesting and helpful in gaining an understanding of the Japanese culture.

Pronunciation notes indicate the possible areas of difficulty which may occur during the practice sessions. The notes also suggest review of certain difficult sounds which need to be repeated.

UNIT 1 LESSON 1

1.1 OBJECTIVES

Useful expressions: OHAYOO GOZAIMASU;
KON'NICHI WA;
KON'BAN WA;
SAYOONARA.

Characters: YOOKO and MASAO

Use of suffix: -SAN

New vocabulary: sen'sei, hai

1.2 EXPRESSIONS

(Teacher greets the class in the morning)

Sen'sei: Minasan, ohayoo gozaimasu.

Class: Sen'sei, ohayoo gozaimasu.

Sen'sei: Yooko san, ohayoo gozaimasu.

Yooko: Sen'sei, ohayoo gozaimasu.

Sen'sei: Masao san, ohayoo gozaimasu.

Masao: Sen'sei, ohayoo gozaimasu.

(Teacher takes the attendance)

Sen'sei: Masao san!

Masao: Hai.

Sen'sei: Yooko san!

Yooko: Hai.

(At the end of the class)

Sen'sei: Minasan, sayoonara.

Class: Sen'sei, sayoonara.

(Yooko greets her teacher in the afternoon)

Yooko: Sen'sei, kon'nichi wa.

Sen'sei: Yooko san, kon'nichi wa.

(Masao greets his teacher in the evening)

Masao: Sen'sei, kon'ban wa.

Sen'sei: Masao san, kon'ban wa.

1.3 PRACTICE

1.3.1 Take the attendance by asking the pupils to answer "hai."

Teacher: Merii san!

Mary: Hai.

Teacher: Jon san!

John: Hai.

Etc.

1.3.2 Repetition Drill

Teacher: ohayoo
Class: ohayoo

Teacher: ohayoo gozaimasu
Class: ohayoo gozaimasu

Teacher: sen'sei
Class: sen'sei

Teacher: sen'sei, ohayoo gozaimasu
Class: sen'sei, ohayoo gozaimasu

Teacher: kon'ban wa
Class: kon'ban wa

Teacher: kon'ban wa
Group 1: kon'ban wa

Teacher: kon'nichi wa
Class: kon'nichi wa

Teacher: kon'nichi wa
Group 2: kon'nichi wa

Teacher: ohayoo gozaimasu
Pupil 1: ohayoo gozaimasu

Teacher: kon'nichi wa
Pupil 2: kon'nichi wa

Teacher: kon'ban wa
Pupil 3: kon'ban wa

1.3.3 Response Drill

Teacher: Merii san, ohayoo gozaimasu.
Mary: Sen'sei, ohayoo gozaimasu.

Teacher: Jooji san, kon'nichi wa.
George: Sen'sei, kon'nichi wa.

Teacher: Minasan, kon'ban wa.
Class: Sen'sei, kon'ban wa.

1.3.4 Chain Drill

Masao: Merii san, ohayoo gozaimasu.
Mary: Jooji san, ohayoo gozaimasu.

Etc.

Yooko: Jon san, kon'nichi wa.
John: Suuzan san, kon'nichi wa.

Etc.

George: Jon san, kon'ban wa.
John: Karen san, kon'ban wa.

Etc.

1.3.5 Dialogue Memorization Drill

Using the visuals, repeat the dialogues until the pupils memorize them.

1.3.6 Role Playing

Let the pupils act out the dialogues.

1.4 NEW VOCABULARY

hai	Yes; I'm here.
kon'ban wa	Good evening.
kon'nichi wa	Good day; hello.
Masao	boy's name
*minasan	everybody
ohayoo gozaimasu	Good morning.
-san	courtesy suffix for names
sen'sei	teacher
*uta o utaimashoo	Let's sing a song.
Yooko	girl's name

1.5 SUGGESTED ACTIVITIES

1.5.1 Song

Musun'de, hiraite

Sensei: Minasan, uta o utaimashoo.

Musun'de, hiraite,	Close (them), open (them),
Te o utte, musun'de,	Clap your hands, close (them),
Mata hiraite, te o utte,	Open them again, clap them,
Sono te o ue ni,	Put your hands up,
Musun'de, hiraite,	Close (them), open (them),
Te o utte, musun'de.	Clap your hands, close (them).

Musun'de, hiraite,	Close (them), open (them),
Te o utte, musun'de,	Clap your hands, close (them),
Mata hiraite, te o utte,	Open them again, clap them,
Sono te o shita ni,	Put your hands down,
Musun'de, hiraite,	Close (them), open (them),
Te o utte, musun'de.	Clap your hands, close (them).

Note: Use appropriate hand motions and gestures to sing this song.

1.6 NOTES

1.6.1 Structure

None

1.6.2 Usage

Minasan and uta o utaimashoo are introduced for passive learning only.

The first or last name plus -san is used in addressing others as an expression of politeness. When -san follows a surname it is

comparable to the use of "Mr.," "Mrs." or "Miss." Japanese children use the first name or the surname plus -san in addressing other children.

Hai is used in this lesson as "yes" or "I'm here." The other uses of hai will be taught later.

Children can address their teacher by calling sen'sei or by saying their teacher's surname plus sen'sei.

1.6.3 Culture

The Japanese do not normally shake hands but their expressions of greeting and farewell are usually accompanied by a bow. While standing, they bow by bending low with their hands resting on the lap or knees. Women's hands meet at the center of the lap but men leave a space between their hands.

1.6.4 Pronunciation

Emphasis suggested:

oo - Yooko, ohayoo, sayoonara

ao - Masao

ai - gozaimasu, hai

ei - sen'sei

n' - kon'nichi wa, kon'ban wa, sen'sei

The u sound at the end of gozaimasu, ikimasu, etc. tends to be shortened in the standard Japanese. It sounds like:

gozaimas_

ikimas_

UNIT 1 LESSON 2

2.1 OBJECTIVES

Useful expressions: ITTE MAIRIMASU;
ITTERASSHAI;
TADAIMA;
OKAERI NASAI;
OYASUMI NASAI.

New vocabulary: otoosan, okaasan, oneesan, oniisan

2.2 EXPRESSIONS

(Yooko greets her parents in the morning)

Yooko: Okaasan, ohayoo gozaimasu.

Okaasan: Yooko san, ohayoo.

Yooko: Otoosan, ohayoo gozaimasu.

Otoosan: Yooko san, ohayoo.

(Masao is leaving for school)

Masao: Okaasan, itte mairimasu.

Okaasan: Masao san, itterasshai.

(Yooko returns from school)

Yooko: Okaasan, tadaima.

Okaasan: Yooko san, okaeri nasai.

(Yooko's brother returns from school)

Oniisan: Tadaima.

Yooko: Oniisan, okaeri nasai.

(Masao is ready to go to bed)

Masao: Otoosan, oyasumi nasai.

Otoosan: Masao san, oyasumi nasai.

Masao: Okaasan, oyasumi nasai.

Okaasan: Masao san, oyasumi nasai.

Masao: Oneesan, oyasumi nasai.

Oneesan: Masao san, oyasumi nasai.

2.3 PRACTICE

2.3.1 Repetition Drill

Teacher: itte mairimasu
Class: itte mairimasu

Teacher: okaasan
Class: okaasan

Teacher: okaasan, itte mairimasu
Class: okaasan, itte mairimasu

Teacher: itterasshai
Class: itterasshai

Teacher: otoosan
Class: otoosan

Teacher: otoosan, itterasshai
Class: otoosan, itterasshai

Teacher: tadaima
Class: tadaima

Teacher: okaasan, tadaima
Class: okaasan, tadaima

Teacher: okaeri nasai
Class: okaeri nasai

Teacher: oneesan
Class: oneesan

Teacher: oneesan, okaeri nasai
Class: oneesan, okaeri nasai

Teacher: oyasumi nasai
Class: oyasumi nasai

Teacher: oniisan
Class: oniisan

Teacher: oniisan, oyasumi nasai
Class: oniisan, oyasumi nasai

2.3.2 Response Drill

Teacher: Itte mairimasu.
Class: Itterasshai.

Teacher: Itte mairimasu.
Group 1: Itterasshai.

Teacher: Tadaima.
Class: Okaeri nasai.

Teacher: Tadaima.
Group 2: Okaeri nasai.

Teacher: Oyasumi nasai.
Class: Oyasumi nasai.

Teacher: Oyasumi nasai.
Group 3: Oyasumi nasai.

Group 1: Itte mairimasu.
Group 2: Itterasshai.

Group 1: Tadaima.
Group 2: Okaeri nasai.

Group 1: Oyasumi nasai.
Group 2: Oyasumi nasai.

2.3.3 Chain Drill

Teacher: Merri san, itte mairimasu.
Mary: Sen'sei, itterasshai.
Yooko san, itte mairimasu.
Yooko: Merri san, itterasshai.
Jon san, itte mairimasu.

Etc.

Teacher: Karen san, tadaima.
Karen: Sen'sei, okaeri nasai.
Andii san, tadaima.
Andy: Karen san, okaeri nasai.
Masao san, tadaima.

Etc.

Teacher: Jooji san, oyasumi nasai.
George: Sen'sei, oyasumi nasai.
Merii san, oyasumi nasai.
Mary: Jooji san, oyasumi nasai.
Yooko san, oyasumi nasai.

Etc.

2.3.4 Dialogue Memorization Drill

Repeat the dialogues until the pupils memorize them.

2.3.5 Role Playing

Taking the parts of Masao, Yooko, Masao's sister, Yooko's brother and their parents, the pupils should act out the dialogues.

2.4 NEW VOCABULARY

itte mairimasu ..... I'm going now; good-bye.
itterasshai ..... Have a good day; good-bye.
okaasan ..... mother
okaeri nasai ..... Welcome back.
oneesan ..... older sister
oniisan ..... older brother
otoosan ..... father
oyasumi nasai ..... Good night.
tadaima ..... I've come home now.

2.5 SUGGESTED ACTIVITIES

2.5.1 Card Game

Use the visual cards that accompany the text to play this game. When the teacher says otoosan, the pupils hold up the card of father and repeat this in Japanese.

Additional sets of cards may be made by the teacher or pupils. Rotate the cards so that different pupils can have a turn to participate.

2.6 NOTES

2.6.1 Structure

None

2.6.2 Usage

A child leaving for school uses the expression itte mairimasu. His mother, bidding him good-bye, says itterasshai. The farewell expressions are used by adults and children when someone is leaving the house.

Itterasshai is the contracted form of itte irasshai.

The expressions tadaima and okaeri nasai are used when someone returns home and is greeted by others in the household.

Ohayoo is a short and less formal form of ohayoo gozaimasu. Adults speaking to children can be less formal but children speaking to adults generally use the formal expressions.

2.6.3 Culture

The use of o in otoosan, oneesan, etc. varies depending on the social class of people and to whom one is speaking. Among children the usage depends on the ages of children. It is difficult to set a definite rule on the use of o. It is used as a polite prefix but it is sometimes used without the polite meaning.

Examples: With the polite meaning:

otoosan

oniisan

omizu

okashi

Without the polite meaning:

okazu

ojigi

otafuku

omiotsuke

2.6.4 Pronunciation

Emphasis suggested:

ee - oneesan

ii - oniisan

ai - mairimasu, itterasshai, tadaima, nasai

ae - okaeri nasai

ra - itterasshai

ri - itte mairimasu, okaeri nasai

tte - itte mairimasu, itterasshai

ssha - itterasshai

UNIT 1 LESSON 3

3.1 OBJECTIVES

Review: Lessons 1 and 2

3.2 EXPRESSIONS

(Masao greets his parents and sister in the morning)

Masao: Okaasan, ohayoo gozaimasu.

Okaasan: Masao san, ohayoo.

Masao: Otoosan, ohayoo gozaimasu.

Otoosan: Masao san, ohayoo.

Masao: Oneesan, ohayoo gozaimasu.

Oneesan: Masao san, ohayoo.

(Yooko and her brother are leaving for school)

Yooko & oniisan: Itte mairimasu.

Okaasan: Itterasshai.

(Yooko greets Masao at school)

Yooko: Masao san, ohayoo gozaimasu.

Masao: Yooko san, ohayoo gozaimasu.

(Yooko and Masao bid good-bye)

Yooko: Masao san, sayoonara.

Masao: Yooko san, sayoonara.

(Masao returns from school)

Masao: Okaasan, tadaima.

Okaasan: Masao san, okaeri nasai.

(Masao's sister returns from school)

Oneesan: Tadaima.

Masao: Oneesan, okaeri nasai.

(Yooko and Masao meet in the afternoon)

Masao: Yooko san, kon'nichi wa.

Yooko: Masao san, kon'nichi wa.

(Yooko and Masao meet in the evening)

Yooko: Masao san, kon'ban wa.

Masao: Yooko san, kon'ban wa.

(Yooko is ready to go to bed)

Yooko: Otoosan, oyasumi nasai.

Otoosan: Yooko san, oyasumi nasai.

Yooko: Okaasan, oyasumi nasai.

Okaasan: Yooko san, oyasumi nasai.

Yooko: Oniisan, oyasumi nasai.

Oniisan: Yooko san, oyasumi nasai.

3.3 PRACTICE

3.3.1 Response Drill

Teacher: Minasan, ohayoo gozaimasu.
Class: Sen'sei, ohayoo gozaimasu.

Teacher: Itte mairimasu.
Group 1: Itterasshai.

Teacher: Tadaima.
Group 2: Okaeri nasai.

Teacher: Merii san, sayoonara.
Pupil 1: Sen'sei, sayoonara.

Teacher: Jooji san, kon'nichi wa.
Pupil 2: Sen'sei, kon'nichi wa.

Teacher: Jon san, kon'ban wa.
Pupil 3: Sen'sei, kon'ban wa.

Teacher: Suuzan san, oyasumi nasai.
Pupil 4: Sen'sei, oyasumi nasai.

3.3.2 Chain Drill

Mary: Jooji san, ohayoo gozaimasu.
George: Merii san, ohayoo gozaimasu.
Jon san, ohayoo gozaimasu.
John: Jooji san, ohayoo gozaimasu.
Yooko san, ohayoo gozaimasu.

Etc.

John: Suuzan san, kon'nichi wa.
Susan: Jon san, kon'nichi wa.
Merii san, kon'nichi wa.
Mary: Suuzan san, kon'nichi wa.
Masao san, kon'nichi wa.

Etc.

Mary: Jon san, oyasumi nasai.
John: Merii san, oyasumi nasai.
Suuzan san, oyasumi nasai.
Susan: Jon san, oyasumi nasai.
An san, oyasumi nasai.

Etc.

Susan: Jooji san, kon'ban wa.
George: Suuzan san, kon'ban wa.
Jon san, kon'ban wa.
John: Jooji san, kon'ban wa.
Karen san, kon'ban wa.

Etc.

3.3.3 Dialogue Memorization Drill

Using the visuals repeat the dialogues until the pupils memorize them.

3.3.4 Role Playing

Let the pupils act out the dialogues.

3.4 NEW VOCABULARY

None

3.5 SUGGESTED ACTIVITIES

3.5.1 Card Game

Use the visual cards mentioned in 2.5.1. Divide the class into 2 or 3 groups and let the pupils stand around large tables. Lay the cards on the tables at random. (There will be several duplicates.) When the teacher calls out otoosan, the pupils who find the cards for father must repeat otoosan before they can claim the card.

3.5.2 Bulletin Board

If bulletin board space is available, display the visuals at the end of each review unit. Select the visuals that represent many different expressions. It is recommended that one bulletin board in the classroom be used for Japanese throughout the year.

3.6 NOTES

None

4.1 OBJECTIVES

Use of WA with DESU.

A question ending in WA?

Characters: EMIKO (Masao's older sister)
MITSUO (Yooko's older brother)

New vocabulary: anata, boku, futatsu, hitotsu, itsutsu, mittsu, watashi, yottsu

4.2 EXPRESSIONS

(Getting acquainted)

Yooko: Watashi wa Yooko desu.

Masao: Boku wa Masao desu.
Anata wa?

Emiko: Watashi wa Emiko desu.
Anata wa?

Mitsuo: Boku wa Mitsuo desu.

(Mitsuo and Emiko see each other at the beach a few days after their first meeting)

Emiko: Kon'nichi wa.
Watashi wa Emiko desu.

Mitsuo: Kon'nichi wa.
Boku wa Mitsuo desu.

4.3 PRACTICE

4.3.1 Repetition Drill

Teacher: Yooko desu
Class: Yooko desu

Teacher: watashi wa Yooko desu
Class: watashi wa Yooko desu

Teacher: Masao desu
Class: Masao desu

Teacher: boku wa Masao desu
Class: boku wa Masao desu

Teacher: anata wa?
Class: anata wa?

Teacher: watashi wa Merii desu
Mary: watashi wa Merii desu

Teacher: boku wa Jooji desu
George: boku wa Jooji desu

4.3.2 Response Drill

Teacher: Onamae wa?
Pupil 1: Watashi wa Suuzan desu.

Teacher: Onamae wa?
Pupil 2: Boku wa Jon desu.

Teacher: Onamae wa?
Pupil 3: Watashi wa Merii desu.

Teacher: Onamae wa?
Pupil 4: Boku wa Jooji desu.

4.3.3 Recognition Drill

Let the pupils use their fingers to show a number that is called out by the teacher.

4.3.4 Recognition-Response Drill

The teacher uses her fingers to show a number. The pupils respond orally.

4.3.5 Chain Drill

Teacher: Watashi wa sen'sei desu.
Anata wa?
Mary: Watashi wa Merii desu.
Anata wa?
John: Boku wa Jon desu.
Anata wa?

Etc.

4.3.6 Dialogue Memorization Drill

4.3.7 Role Playing

4.4 NEW VOCABULARY

anata ..... you
boku I
desu ..... (See notes)
Emiko ..... Masao's older sister
futatsu ..... two
hitotsu ..... one
itsutsu ..... five
Mitsuo ..... Yooko's older brother
mittsu ..... three
*onamae ..... name (polite form)
wa ..... (See notes)
watashi I
yottsu ..... four

4.5 SUGGESTED ACTIVITIES

4.5.1 Song

Sayoonara

Sen'sei: Minasan, uta o utaimashoo.

Sen'sei, sayonara	Good-bye, teacher,
Mata ashita.	See you tomorrow.
Minasan, sayonara,	Good-bye, everyone,
Sayoonara.	Good-bye.

4.5.2 Games

Nawatobi (Jump Rope): This could be done individually when a short rope is used. If a long rope is available, three children could play. The counting can be done by the whole class or by the children who are participating in the game.

Maritsuki (Bouncing the Ball): Like the nawatobi, this game helps children to count from one to five.

4.6 NOTES

4.6.1 Structure

Watashi Boku	WA	Yooko Masao	DESU.

In this type of sentence the words preceding wa are similar to the subject in the English language. The other uses of wa will be introduced later.

Desu is equivalent to the English copula or verb "to be" and is used with nouns and adjectives. In this lesson nouns (names) + desu form is introduced.

4.6.2 Usage

Boku is an informal expression used by boys and adult males. In formal situations adult males use "watakushi" or "watashi."

Watashi is used by girls and by adults. It is a contracted form of "watakushi."

Anata wa? This type of question ending in WA is not a complete sentence. However, it is often used in informal conversation.

4.6.3 Culture

The ten cardinal numbers: hitotsu, futatsu, mittsu, yottsu, itsutsu, muttsu, nanatsu, yattsu, kokonotsu, and too, were the numbers originally used in the Japanese counting system. Children use these numbers to give their ages and in counting various objects.

4.6.4 Pronunciation

Emphasis suggested:

tsu - Mitsuo, hitotsu, futatsu, mittsu, yottsu, itsutsu

fu - futatsu

hi - hitotsu

UNIT 2 LESSON 5

5.1 OBJECTIVES

Use of IKUTSU.

A question ending in KA?

Useful expressions: OTAN'JOOBI OMEDETOO;
DOOMO ARIGATOO.

New vocabulary: muttsu, nanatsu, yattsu, kokonotsu, too

5.2 EXPRESSIONS

(At Masao's birthday party)

Yooko: Masao san, otan'joobi omedetoo.

Masao: Doomo arigatoo.

Mitsuo: Masao san wa ikutsu desu ka?

Masao: Boku wa yattsu desu.

Emiko: Yooko san wa ikutsu desu ka?

Yooko: Watashi wa nanatsu desu.

5.3 PRACTICE

5.3.1 Repetition Drill

Use the visuals to introduce numbers, six to ten.

Teacher: muttsu
Class: muttsu

Teacher: nanatsu
Class: nanatsu

Teacher: yattsu
Group 1: yattsu

Teacher: kokonotsu
Group 2: kokonotsu

Teacher: too
Pupil 1: too

Teacher: muttsu
Pupil 2: muttsu

Teacher: nanatsu desu
Class: nanatsu desu

Teacher: boku wa nanatsu desu
Group 1: boku wa nanatsu desu

Teacher: yattsu desu
Class: yattsu desu

Teacher: watashi wa yattsu desu
Group 2: watashi wa yattsu desu

Teacher: boku wa kokonotsu desu
Pupil 1: boku wa kokonotsu desu

Teacher: watashi wa too desu
Pupil 2: watashi wa too desu

Teacher: omedetoo
Class: omedetoo

Teacher: otan'joobi omedetoo
Class: otan'joobi omedetoo

Teacher: arigatoo
Class: arigatoo

Teacher: doomo arigatoo
Class: doomo arigatoo

Teacher: otan'joobi omedetoo
Group 1: otan'joobi omedetoo

Teacher: doomo arigatoo
Group 2: doomo arigatoo

Teacher: otan'joobi omedetoo
Pupil 1: otan'joobi omedetoo

Teacher: doomo arigatoo
Pupil 2: doomo arigatoo

Teacher: ikutsu desu ka?
Class: ikutsu desu ka?

Teacher: anata wa ikutsu desu ka?
Class: anata wa ikutsu desu ka?

Teacher: ikutsu desu ka?
Group 1: ikutsu desu ka?

Teacher: anata wa ikutsu desu ka?
Group 2: anata wa ikutsu desu ka?

5.3.2 Recognition Drill

Let the pupils use their fingers to show a number that is called out by the teacher.

5.3.3 Response Drill

Let the pupils give their ages.

Teacher: Jooji san wa ikutsu desu ka?
George: Boku wa nanatsu desu.

Teacher: Merii san wa ikutsu desu ka?
Mary: Watashi wa yattsu desu.

5.3.4 Chain Drill

Teacher: Otan'joobi omedetoo. (To Mary)
Mary: Doomo arigatoo.
Otan'joobi omedetoo. (To Masao)
Masao: Doomo arigatoo.
Otan'joobi omedetoo. (To the next pupil)

Etc.

5.3.5 Chain Drill

Teacher: Anata wa ikutsu desu ka? (To Mary)
Mary: Watashi wa kokonotsu desu.
Anata wa ikutsu desu ka? (To Masao)
Masao: Boku wa too desu.
Anata wa ikutsu desu ka? (To the next pupil)

Etc.

5.3.6 Chain Drill

Yooko: Watashi wa yattsu desu.
Anata wa? (To George)
George: Boku wa too desu.
Anata wa? (To Mary)
Mary: Watashi wa kokonotsu desu.
Anata wa? (To the next pupil)

Etc.

5.3.7 Dialogue Memorization Drill

5.3.8 Role Playing

5.4 NEW VOCABULARY

doomo arigatoo ..... Thank you very much.
ikutsu ..... how old
ka ..... (See notes)
kokonotsu ..... nine
muttsu ..... six
nanatsu ..... seven
otan'joobi omedetoo ..... Happy birthday!
too ..... ten
yattsu ..... eight

5.5 SUGGESTED ACTIVITIES

5.5.1 Games

Nawatobi (Jump Rope) and Maritsuki (Bouncing the Ball): Increase the counting to ten. Use the same procedure as 4.5.2.

Card Game: Include additional visual cards for the new vocabulary items and use the same procedure as explained in 3.5.1.

In order to provide for maximum language practice, use several sets of cards. Supplement text visuals with those made by the teacher and pupils.

At the end of the game let the pupils count the cards that they have won by saying hitotsu, futatsu, etc. The pupil with the most cards is the winner.

5.6 NOTES

5.6.1 Structure

Masao san	wa	IKUTSU	desu	KA?

Ikutsu is an interrogative word. Unlike the English language it does not necessarily come at the beginning of a sentence.

Ka is added at the end of a sentence to form a question.

5.6.2 Usage

Omedetoo is the informal way of saying "Omedetoo gozaimasu." The Japanese use both forms on happy occasions such as birthdays,

weddings, graduation, New Year's Day, etc. It is also used to congratulate winners in sports and other contests.

Arigatoo is the informal expression of "Arigatoo gozaimasu."

Depending on the context, ikutsu desu ka could mean "How many?" In this lesson it means "How old are you?"

Masao san wa... In Japanese the use of anata in addressing people gives the feeling of being "too familiar" or "too direct." The tendency in daily conversation is to avoid using this term. Children often use names in addressing others.

5.6.3 Culture

Children's birthday parties have become popular in Japan, especially in the large cities since the end of World War II. This may be due to the strong American influence on Japanese life.

5.6.4 Pronunciation

Emphasis suggested:

ku - ikutsu

tsu - muttsu, nanatsu, yattsu, kokonotsu, ikutsu

UNIT 2 LESSON 6

6.1 OBJECTIVES

Review: Lessons 4 and 5

6.2 EXPRESSIONS

(Introducing Yooko's family)

Otoosan: Watashi wa otoosan desu.

Okaasan: Watashi wa okaasan desu.

Oniisan: Boku wa oniisan desu.
Boku wa Mitsuo desu.

Yooko: Watashi wa Yooko desu.

(Introducing Masao's family)

Otoosan: Watashi wa otoosan desu.

Okaasan: Watashi wa okaasan desu.

Oneesan: Watashi wa oneesan desu.
Watashi wa Emiko desu.

Masao: Boku wa Masao desu.

(Introduction among children at Yooko's birthday party)

Mitsuo: Boku wa Mitsuo desu.
Anata wa?

Masao: Boku wa Masao desu.
Anata wa?

Emiko: Watashi wa Emiko desu.
Anata wa?

Yooko: Watashi wa Yooko desu.

Mitsuc, Masao and Emiko: Otan'joobi omedetoo.

Yooko: Doomo arigatoo.

6.3 PRACTICE

6.3.1 Repetition Drill

Teacher: otoosan desu
Class: otoosan desu

Teacher: watashi wa otoosan desu
Class: watashi wa otoosan desu

Teacher: okaasan desu
Group 1: okaasan desu

Teacher: watashi wa okaasan desu
Group 1: watashi wa okaasan desu

6.3.2 Response Drill

Use the pictures of the two families.

Teacher: Dare desu ka?
Class: Otoosan desu.

Teacher: Dare desu ka?
Class: Okaasan desu.

Teacher: Dare desu ka?
Group 1: Yooko san desu.

Teacher: Dare desu ka?
Group 2: Masao san desu.

6.3.3 Chain Drill

George: Boku wa Jooji desu.
Anata wa?
Mary: Watashi wa Merii desu.
Anata wa?
John: Boku wa Jon desu.
Anata wa?

Etc.

6.3.4 Dialogue Memorization Drill

6.3.5 Role Playing

6.4 NEW VOCABULARY

*dare ..... who

6.5 SUGGESTED ACTIVITIES

6.5.1 Game

Daruma san

Daruma san, daruma san,
Niramekko shimashoo.
Warauto make yo, appu-pu.

Daruma san, daruma san,
Let's stare, stare, stare.
Don't laugh, or you'll lose!

Pair the pupils and let them recite the verse. The pupils are to stare at each other until one of them bursts out in laughter. They are to focus on each other's eyes. While staring it is permissible for a child to contort his facial muscles or wiggle his nose to try to make his partner laugh.

As an art activity, pupils may make a papier mâché daruma or draw pictures of daruma.

6.6 NOTES

6.6.1 Structure

None

6.6.2 Usage

Watashi spoken by the fathers is introduced in the dialogues to make the dialogues more natural.

Dare used in the practice section is introduced for the pupils' passive learning in order to elicit their answers.

6.6.3 Culture

Daruma dolls are very popular in Japan. Many people buy the "menashi daruma" which is a doll with blank eyes. When a wish is made, one pupil is painted on. When the wish is granted, the remaining pupil is added.

6.6.4 Pronunciation

None

UNIT 3 LESSON 7

7.1 OBJECTIVES

O used with KUDASAI.

Useful expression: DOO ITASHIMASHITE.

New vocabulary: en'pitsu, hai, hon, kureyon, nooto, pen

7.2 EXPRESSIONS

(At the library)

Yooko: Masao san, en'pitsu o kudasai.

Masao: Hai, en'pitsu.

Yooko: Doomo arigatoo.

Masao: Doo itashimashite.

7.3 PRACTICE

7.3.1 Repetition Drill

Teacher: en'pitsu
Class: en'pitsu

Teacher: hon
Class: hon

Teacher: nooto
Class: nooto

Teacher: kureyon
Class: kureyon

Teacher: pen
Class: pen

Teacher: kudasai
Class: kudasai

Teacher: en'pitsu o kudasai
Class: en'pitsu o kudasai

Teacher: kudasai
Class: kudasai

Teacher: hon o kudasai
Class: hon o kudasai

Teacher: doomo arigatoo
Class: doomo arigatoo

Teacher: doo itashimashite
Class: doo itashimashite

Teacher: doo itashimashite
Group 1: doo itashimashite

Teacher: doo itashimashite
Group 2: doo itashimashite

7.3.2 Substitution Drill

(Model)
Cue: (hon)
Teacher: Hon o kudasai.

Cue: (nooto)
Class: Nooto o kudasai.

Cue: (kureyon)
Group 1: Kureyon o kudasai.

Cue: (en'pitsu)
Group 2: En'pitsu o kudasai.

Cue: (pen)
Pupil 1: Pen o kudasai.

Cue: (hon)
Pupil 2: Hon o kudasai.

7.3.3 Substitution Drill

(Model)
Cue: (hon)
Teacher: Hai, hon.

Cue: (nooto)
Class: Hai, nooto.

Cue: (kureyon)
Group 1: Hai, kureyon.

Cue: (en'pitsu)
Group 2: Hai, en'pitsu.

Cue: (pen)
Pupil 1: Hai, pen.

Cue: (hon)
Pupil 2: Hai, hon.

7.3.4 Response Drill

Teacher: Hon o kudasai.
Class: Hai, hon.

Teacher: En'pitsu o kudasai.
Group 1: Hai, en'pitsu.

Teacher: Kureyon o kudasai.
Pupil 1: Hai, kureyon.

7.3.5 Response Drill

Teacher: Doomo arigatoo.
Class: Doo itashimashite.

Teacher: Doomo arigatoo.
Group 1: Doo itashimashite.

Teacher: Doomo arigatoo.
Pupil 1: Doo itashimashite.

7.3.6 Response Drill

Teacher: Hon o kudasai.
Class: Hai, hon.
Teacher: Doomo arigatoo.
Class: Doo itashimashite.

Teacher: En'pitsu o kudasai.
Group 1: Hai, en'pitsu.
Teacher: Doomo arigatoo.
Group 1: Doo itashimashite.

Cue: (nooto)
Group 1: Nooto o kudasai.
Group 2: Hai, nooto.
Group 1: Doomo arigatoo.
Group 2: Doo itashimashite.

7.3.7 Chain Drill

Let pupils choose the nouns.

Pupil 1: Kureyon o kudasai.
Pupil 2: Hai, kureyon
Nooto o kudasai.

Etc.

7.3.8 Chain Drill

Pupil 1: Doomo arigatoo.
Pupil 2: Doo itashimashite.
Doomo arigatoo.
Pupil 3: Doo itashimashite.
Doomo arigatoo.

Etc.

7.3.9 Dialogue Memorization Drill

7.3.10 Role Playing

7.4 NEW VOCABULARY

doo itashimashite ..... You're welcome.
en'pitsu ..... pencil
hai ..... Here it is.
hon ..... book
kudasai ..... (See notes)
kureyon ..... crayon
nooto ..... notebook; tablet; folder
o ..... (See notes)
pen ..... pen or ball-point pen

7.5 SUGGESTED ACTIVITIES

7.5.1 Song

Ouma no Oyako

Sen'sei: Minasan, uta o utaimashoo.

Ouma no oyako wa	Mother horse and her colt
Nakayoshi, koyoshi.	Are very good friends.
Itsu demo issho ni	They always walk together
Pokkuri, pokkuri, aruku.	Clip, clop, clip, clop.

7.5.2 Game: Karuta

Arrange the visual cards at random on several large tables. Divide the class into groups and let pupils stand around the table with their hands behind their backs.

Teacher: En'pitsu o kudasai.
Pupil: Hai, en'pitsu.

The pupil who is first to locate the correct card slaps the card. He must say 'Hai, en'pitsu' before he can claim it. If several sets of cards are used there will be several oral responses. The pupil with the most cards is declared winner.

Variation:

Teacher: En'pitsu wa?
Pupil: Hai, en'pitsu.

The pupils should know the teacher's cue and the oral response expected of them before the game begins.

7.6 NOTES

7.6.1 Structure

En'pitsu Hon Kureyon Nooto Pen	O	KUDASAI.

Kudasai is a polite request meaning, "(Please) give me," or "May I have?"

The word preceding O is the object of kudasai.

7.6.2 Usage

Hai used in this lesson means "Here it is." "Hai, hon," is equivalent to "Here is the book."

Doo itashimashite is used in response to "Doomo arigatoo." In general, young children do not use this expression. However, it is taught here as the expression becomes part of their speaking vocabulary in later childhood.

7.6.3 Culture

Kudasai is the humble way of making a request. It is derived from the verb "kudasaru" (someone gives me). Hon o kudasai means "Please give ME the book." Kudasai can be used only when the request is for the speaker.

7.6.4 Pronunciation

Emphasis suggested:

ta - doo itashimashite

te - doo itashimashite

to - nooto

pi - en'pitsu

pe - pen

ku - kudasai, kureyon

Articulation of the consonants t, p, and k in Japanese differ slightly from the English t, p and k.

Syllabic nasal: n - hon, pen, kureyon

8.1 OBJECTIVES

Use of O before a verb.

Use of the -MASHOO form.

Use of an ADJECTIVE before a noun.

Useful expression: GOMEN NASAI.

New vocabulary: booru, nin'gyoo, taiko, chiisai, ookii, A!

8.2 EXPRESSIONS

(During play period at school)

Masao: Yooko san, booru o agemashoo.

Yooko: Ookii booru o kudasai.

Masao: Hai, ookii booru.

(Masao throws the ball too high)

Masao: A! Gomen nasai.

8.3 PRACTICE

8.3.1 Repetition Drill

Teacher: agemashoo
Class: agemashoo

Teacher: booru o agemashoo
Class: booru o agemashoo

Teacher: taiko
Class: taiko

Teacher: taiko o agemashoo
Class: taiko o agemashoo

Teacher: ookii booru
Class: ookii booru

Teacher: chiisai booru
Class: chiisai booru

Teacher: ookii taiko
Group 1: ookii taiko

Teacher: chiisai taiko
Group 2: chiisai taiko

Teacher: ookii nin'gyoo
Pupil 1: ookii nin'gyoo

Teacher: chiisai nin'gyoo
Pupil 2: chiisai nin'gyoo

Teacher: kudasai
Class: kudasai

Teacher: booru o kudasai
Class: booru o kudasai

Teacher: ookii booru o kudasai
Class: ookii booru o kudasai

Teacher: nin'gyoo o kudasai
Group 1: nin'gyoo o kudasai

Teacher: ookii nin'gyoo o kudasai
Group 1: ookii nin'gyoo o kudasai

Teacher: nin'gyoo o kudasai
Group 2: nin'gyoo o kudasai

Teacher: chiisai nin'gyoo o kudasai
Group 2: chiisai nin'gyoo o kudasai

Teacher: ookii booru o kudasai
Pupil 1: ookii booru o kudasai

Teacher: chiisai taiko o kudasai
Pupil 2: chiisai taiko o kudasai

Teacher: gomen nasai
Class: gomen nasai

Teacher: gomen nasai
Group 2: gomen nasai

Teacher: gomen nasai
Pupil 2: gomen nasai

8.3.2 Response Drill

Teacher: Ookii booru o kudasai.
Class: Hai, ookii booru.

Teacher: Chiisai taiko o kudasai.
Group 1: Hai, chiisai taiko.

Teacher: Ookii nin'gyoo o kudasai.
Pupil 1: Hai, ookii nin'gyoo.

8.3.3 Response Drill

Use hand motions to cue the adjective.

Teacher: Booru o agemashoo.
Class: Ookii booru o kudasai.

Teacher: Nin'gyoo o agemashoo.
Group 1: Ookii nin'gyoo o kudasai.

Teacher: Nin'gyoo o agemashoo.
Group 2: Chiisai nin'gyoo o kudasai.

Teacher: Taiko o agemashoo.
Pupil 1: Ookii taiko o kudasai.

Teacher: Taiko o agemashoo.
Pupil 2: Chiisai taiko o kudasai.

8.3.4 Chain Drill

Let pupils choose the nouns and adjectives.

Pupil 1: Taiko o agemashoo.
Pupil 2: Chiisai taiko o kudasai.
Nin'gyoo o agemashoo.
Pupil 3: Ookii nin'gyoo o kudasai.
En'pitsu o agemashoo.

Etc.

8.3.5 Chain Drill

Let pupils choose the nouns and adjectives.

Pupil 1: Booru o kudasai.
Pupil 2: Akai booru o agemashoo.
Taiko o kudasai.
Pupil 3: Chiisai taiko o agemashoo.
Kureyon o kudasai.

Etc.

8.3.6 Dialogue Memorization Drill

8.3.7 Role Playing

8.4 NEW VOCABULARY

A! ..... Ah!
agemashoo ..... (See notes)
booru ..... ball
chiisai ..... small
gomen nasai ..... I'm sorry.
nin'gyoo ..... doll
ookii ..... large, big
taiko ..... drum

8.5 SUGGESTED ACTIVITIES

8.5.1 Games

Show Card Game: This game reinforces recognition of nouns and adjectives introduced in this lesson. Supplement the text visual cards with teacher or pupil made ones.

Teacher: Ookii booru.
Pupils: Hold up the card showing a large ball and respond orally.

Opposites: An adaptation of "Simon Says" could be played using hand motions for cue. One pupil is selected as 'it' and stands before the class. All of the pupils stand and face 'it.' He deliberately makes a different motion with an utterance to confuse the class. The pupils who follow 'it' and make the error must sit down. The few pupils who are still standing when the game is over are declared winners.

Example: 'It' says "chiisai taiko" but shows a large ball with his hands. It is fun for 'it' to do the correct motion that goes with the utterance once in a while.

Variation: When 'it' says ookii booru and makes the motion of a large ball, the class makes the hand motion of a small ball and says chiisai booru. The class does and says the opposite of the cue given by 'it.'

8.6 NOTES

8.6.1 Structure

Booru Nin'gyoo Taiko	0	age	-MASHOO

The verbs ending in the -MASHOO form have two major uses. One usage involves more than one person and means "Let's ..." The other usage involves one person's decision and means "I will ..." In this lesson the second usage is introduced.

Examples:

1. Masao san, okashi o kaimashoo.
   (Masao, let's buy some candy.)

2. Taiko o agemashoo.
   (I'll give you a drum.)

The word preceding o is the object of agemashoo.

Chiisa Ookii	-I -I	booru	o	kudasai.

Chiisai, ookii are adjectives used to modify nouns. The inflection of adjectives will be taught in later lessons.

8.6.2 Usage

Gomen nasai is an expression used to make an apology. The English equivalent is "I'm sorry" or "Excuse me."

8.6.3 Culture

Taiko is one of the oldest Japanese instruments and comes in various sizes. Japanese drums have been used in Shinto rituals, festivals and is one of the popular children's toys.

8.6.4 Pronunciation

Emphasis suggested:

ii - ookii, chiisai

nin'gyoo

UNIT 3 LESSON 9

9.1 OBJECTIVES

Review: Lessons 7 and 8

9.2 EXPRESSIONS

(Yooko is visiting Masao)

Yooko: Masao san, taiko o kudasai.

Masao: Chiisai taiko o agemashoo.

Yooko: Ookii taiko o kudasai.

Masao: Hai, ookii taiko.

Yooko: Doomo arigatoo.

Masao: Doo itashimashite.

(Emiko is visiting Yooko)

Emiko: Yooko san, nin'gyoo o kudasai.

Yooko: Ookii nin'gyoo o agemashoo.

Emiko: Chiisai nin'gyoo o kudasai.

Yooko: Hai, nin'gyoo.

(Yooko drops the doll)

Yooko: A! Gomen nasai.

9.3 PRACTICE

9.3.1 Repetition Drill

Teacher: taiko o agemashoo
Class: taiko o agemashoo

Teacher: chiisai taiko o agemashoo
Class: chiisai taiko o agemashoo

Teacher: nin'gyoo o agemashoo
Group 1: nin'gyoo o agemashoo

Teacher: ookii nin'gyoo o agemashoo
Group 1: ookii nin'gyoo o agemashoo

Teacher: hon o agemashoo
Pupil 1: hon o agemashoo

Teacher: chiisai hon o agemashoo
Pupil 1: chiisai hon o agemashoo

9.3.2 Substitution Drill

(Model)
Cue: (ookii booru)
Teacher: Ookii booru o agemashoo.

Cue: (chiisai booru)
Class: Chiisai booru o agemashoo.

Cue: (ookii taiko)
Group 1: Ookii taiko o agemashoo.

Cue: (chiisai taiko)
Group 2: Chiisai taiko o agemashoo.

Cue: (ookii nooto)
Pupil 1: Ookii nooto o agemashoo.

Cue: (chiisai nooto)
Pupil 2: Chiisai nooto o agemashoo.

9.3.3 Substitution Drill

Let pupils choose the opposite adjectives.

(Model)
Teacher: Ookii booru o kudasai.
Class: Chiisai booru o kudasai.

Teacher: Chiisai hon o kudasai.
Class: Ookii hon o kudasai.

Teacher: Ookii taiko o kudasai.
Group 1: Chiisai taiko o kudasai.

Teacher: Chiisai nin'gyoo o kudasai.
Group 2: Ookii nin'gyoo o kudasai.

Teacher: Chiisai nin'gyoo o kudasai.
Pupil 1: Ookii nin'gyoo o kudasai.

Teacher: Ookii nin'gyoo o kudasai.
Pupil 2: Chiisai nin'gyoo o kudasai.

9.3.4 Response Drill

Teacher: Chiisai nin'gyoo o agemashoo.
Class: Ookii nin'gyoo o kudasai.

Teacher: Ookii taiko o agemashoo.
Group 1: Chiisai taiko o kudasai.

Teacher: Chiisai taiko o agemashoo.
Group 2: Ookii taiko o kudasai.

Group 1: Ookii nooto o agemashoo.
Group 2: Chiisai nooto o kudasai.

Pupil 1: Ookii en'pitsu o agemashoo.
Pupil 2: Chiisai en'pitsu o kudasai.

9.3.5 Chain Drill

Let pupils choose the nouns and adjectives.

Pupil 1: Ookii taiko o kudasai.
Pupil 2: Hai, ookii taiko.
Chiisai hon o kudasai.
Pupil 3: Hai, chiisai hon.
Kuroi kureyon o kudasai.

Etc.

9.3.6 Chain Drill

Pupil 1: Doomo arigatoo.
Pupil 2: Doo itashimashite.
Doomo arigatoo.
Pupil 3: Doo itashimashite.
Doomo arigatoo.

Etc.

9.3.7 Dialogue Memorization Drill

9.3.8 Role Playing

Substitute the objects in the dialogue with the vocabulary introduced in Lessons 7 and 8.

9.4 NEW VOCABULARY

None

9.5 SUGGESTED ACTIVITIES

9.5.1 Poem

Ookii Taiko, Chiisai Taiko

Use realia or hand motions to make the activity enjoyable.

Ookii taiko, doon, doon	Big drums go boom! boom!
Chiisai taiko, ton, ton, ton.	Small drums go ton, ton, ton.
Ookii taiko, chiisai taiko,	Big drums, small drums,
Doon, doon, ton, ton, ton.	Boom! boom! ton, ton, ton.

9.5.2 Games

Drums: Use a large and a small drum that are available. Ask pupils to close their eyes or put their heads down on the table. The teacher (or a pupil) strikes one drum. By listening to the sound, the pupils respond "ookii taiko" or "chiisai taiko."

Karuta:

Refer to 7.5.2 for the rules of the game. Depending on the visuals represented on the cards, the pupil response will vary.

Examples: 1. Birthday cakes

Teacher: Too desu ka?
Pupil: Too desu.

2. Family members

Teacher: Otoosan wa?
Pupil: Hai, otoosan.

3. Other nouns

Teacher: Ookii taiko o kudasai.
Pupil: Ookii taiko o agemashoo.

9.6 NOTES

None

UNIT 4 LESSON 10

10.1 OBJECTIVES

Introduction of NAN used with desu ka?

New vocabulary: kore, sore, inu, neko, sakana, tori, uma, ne

10.2 EXPRESSIONS

(The children's paintings are displayed on the bulletin board)

Sen'sei: Kore wa nan desu ka?

Yooko Sore wa neko desu.

Masao: Ookii neko desu ne.

Sen'sei: Kore wa nan desu ka?

Masao: Sore wa tori desu.

Yooko: Chiisai tori desu ne.

10.3 PRACTICE

10.3.1 Repetition Drill

Teacher: nan desu ka?
Class: nan desu ka?

Teacher: nan desu ka?
Group 1: nan desu ka?

Teacher: kore wa nan desu ka?
Class: kore wa nan desu ka?

Teacher: kore wa nan desu ka?
Group 1: kore wa nan desu ka?

Teacher: neko desu
Class: neko desu

Teacher: neko desu
Group 1: neko desu

Teacher: sore wa neko desu
Class: sore wa neko desu

Teacher: sore wa neko desu
Group 1: sore wa neko desu

Teacher: neko desu ne
Class: neko desu ne

Teacher: neko desu ne
Group 1: neko desu ne

Teacher: ookii neko desu ne
Class: ookii neko desu ne

Teacher: ookii neko desu ne
Group 1: ookii neko desu ne

10.3.2 Response Drill

Use visuals to elicit the responses.

Teacher: Kore wa nan desu ka?
Class: Sore wa tori desu.

Teacher: Kore wa nan desu ka?
Group 1: Sore wa inu desu.

Teacher: Kore wa nan desu ka?
Group 2: Sore wa uma desu.

Group 1: Kore wa nan desu ka?
Group 2: Sore wa sakana desu.

Pupil 1: Kore wa nan desu ka?
Pupil 2: Sore wa neko desu.

10.3.3 Substitution Drill

(Model)
Cue: (neko)
Teacher: Sore wa neko desu.

Cue: (uma)
Class: Sore wa uma desu.

Cue: (inu)
Group 1: Sore wa inu desu.

Cue: (tori)
Group 2: Sore wa tori desu.

Cue: (sakana)
Pupil 1: Sore wa sakana desu.

Cue: (neko)
Pupil 2: Sore wa neko desu.

10.3.4 Expansion Drill

Teacher: Neko desu.
Class: Neko desu.
Cue: (ne)
Class: Neko desu ne.
Cue: (ookii)
Class: Ookii neko desu ne.

Teacher: Tori desu.
Class: Tori desu.
Cue: (ne)
Class: Tori desu ne.
Cue: (chiisai)
Class: Chiisai tori desu ne.

Teacher: Sakana desu.
Class: Sakana desu.
Cue: (ne)
Class: Sakana desu ne.
Cue: (akai)
Class: Akai sakana desu ne.

Teacher: Uma desu.
Class: Uma desu.
Cue: (ne)
Class: Uma desu ne.
Cue: (shiroi)
Class: Shiroi uma desu ne.

10.3.5 Chain Drill

Use visual cards as cues to elicit responses.

Pupil 1: Kore wa nan desu ka?
Pupil 2: Sore wa uma desu.
Kore wa nan desu ka?
Pupil 3: Sore wa tori desu.
Kore wa nan desu ka?

Etc.

10.3.6 Chain Drill

Use visual cards as cues to elicit responses.

Pupil 1: Kore wa sakana desu.
Pupil 2: Chiisai sakana desu ne.
Kore wa inu desu.
Pupil 3: Kuroi inu desu ne.
Kore wa neko desu.

Etc.

10.3.7 Dialogue Memorization Drill

10.3.8 Role Playing

10.4 NEW VOCABULARY

inu ..... dog
kore ..... this thing (near the speaker)
nan ..... what (contracted form of nani)
ne ..... (See notes)
neko ..... cat
sakana ..... fish
sore ..... that thing (near the person addressed)
tori ..... bird
uma ..... horse

10.5 SUGGESTED ACTIVITIES

10.5.1 Song

Akai Tori, Kotori

Teacher: Minasan, uta o utaimashoo.

Akai tori, kotori	(A child asks)
Naze, naze akai?	Red bird, little bird,
Akai mi o tabeta.	Why are you so red?
	(The bird replies)
	That's because I ate red berries!

10.5.2 Games

Card Game: Pair the pupils and use a set of visual cards in each group. The partner who can give the most correct responses is

the winner. The response can be (1) a noun or (2) an adjective plus a noun. The choice of response should be clarified before the game.

Pupil 1: Kore wa nan desu ka?
Pupil 2: Sore wa neko desu.

Pupil 2: K[illegible]a nan desu ka?
Pupil 1: So[illegible] wa chiisai sakana desu.

Karuta: Use as many visual cards made thus far. Vary the responses to maintain interest.

Teacher: Ookii neko o kudasai.
Pupil: Ookii neko o agemashoo.

Teacher: Ookii neko wa?
Pupil: Hai, ookii neko.

10.6 NOTES

10.6.1 Structure

Kore	wa	NAN	de[illegible]u	ka?

When the interrogative word "nani" is followed by "desu ka?" it is contracted as "nan."

10.6.2 Usage

Ne at the end of a sentence corresponds to "isn't it?" It is said with a rising intonation. In this lesson the speaker wishes or anticipates agreement from the listener. Other meanings of ne in a conversation will be explained later.

Kore and sore are terms used to refer to an item (or items) depending on the relative distance from the speakers. Kore is close to the speaker and sore is close to the listener.

10.6.3 Culture

City children in Japan have few opportunities to see farm animals. The schools are attempting to enrich their experience by arranging many field trips in the elementary grades.

10.6.4 Pronunciation

Emphasis suggested:

re - kore, sore
ri - tori

UNIT 4 LESSON 11

11.1 OBJECTIVES

Short answers: HAI, SOO DESU;
IIE, CHIGAIMASU.

New vocabulary: hana, jidoosha, akai, aoi, kuroi, shiroi, yo

11.2 EXPRESSIONS

(Masao and Yooko are folding origami)

Masao: Sore wa hana desu ka?

Yooko: Hai, soo desu.
Akai hana desu yo.

Masao: Kore wa nan desu ka?

Yooko: Sore wa neko desu ne.

Masao: Iie, chigaimasu.
Kore wa inu desu yo.

11.3 PRACTICE

11.3.1 Repetition Drill

Teacher: akai hana desu
Class: akai hana desu

Teacher: shiroi hana desu
Class: shiroi hana desu

Teacher: aoi jidoosha desu
Class: aoi jidoosha desu

Teacher: kuroi jidoosha desu
Class: kuroi jidoosha desu

Teacher: hai, soo desu
Class: hai, soo desu

Teacher: iie, chigaimasu
Class: iie, chigaimasu

11.3.2 Response Drill

Use visual cues to elicit the responses.

Teacher: Kore wa akai hana desu ka?
Class: Hai, soo desu.

Teacher: Kore wa aoi hana desu ka?
Class: Iie, chigaimasu.

Teacher: Kore wa kuroi jidoosha desu ka?
Group 1: Hai, soo desu.

Teacher: Kore wa shiroi jidoosha desu ka?
Group 2: Iie, chigaimasu.

Teacher: Kore wa shiroi hana desu ka?
Pupil 1: Hai, soo desu.

Teacher: Kore wa akai jidoosha desu ka?
Pupil 2: Iie, chigaimasu.

11.3.3 Substitution Drill

(Model)
Cue: (akai hana)
Teacher: Kore wa akai hana desu ka?

Cue: (aoi hana)
Class: Kore wa aoi hana desu ka?

Cue: (shiroi hana)
Class: Kore wa shiroi hana desu ka?

Cue: (akai jidoosha)
Group 1: Kore wa akai jidoosha desu ka?

Cue: (kuroi jidoosha)
Group 2: Kore wa kuroi jidoosha desu ka?

Cue: (aoi jidoosha)
Pupil 1: Kore wa aoi jidoosha desu ka?

Cue: (akai hana)
Pupil 2: Kore wa akai hana desu ka?

11.3.4 Substitution Drill

(Model)
Cue: (akai tori)
Teacher: Sore wa akai tori desu ka?

Cue: (aoi tori)
Class: Sore wa aoi tori desu ka?

Cue: (shiroi neko)
Class: Sore wa shiroi neko desu ka?

Cue: (ookii neko)
Group 1: Sore wa ookii neko desu ka?

Cue: (chiisai sakana)
Group 2: Sore wa chiisai sakana desu ka?

Cue: (chiisai uma)
Pupil 1: Sore wa chiisai uma desu ka?

Cue: (shiroi uma)
Pupil 2: Sore wa shiroi uma desu ka?

11.3.5 Expansion Drill

Teacher: Jidoosha desu.
Class: Jidoosha desu.
Cue: (yo)
Class: Jidoosha desu yo.
Cue: (akai)
Class: Akai jidoosha desu yo.

Teacher: Uma desu.
Class: Uma desu.
Cue: (yo)
Class: Uma desu yo.
Cue: (chiisai)
Class: Chiisai uma desu yo.

Teacher: Hana desu.
Class: Hana desu.
Cue: (yo)
Class: Hana desu yo.
Cue: (akai)
Class: Akai hana desu yo.

Teacher: Neko desu.
Class: Neko desu.
Cue: (yo)
Class: Neko desu yo.
Cue: (shiroi)
Class: Shiroi neko desu yo.

11.3.6 Chain Drill

Use visual cues to elicit responses.

Pupil 1: Sore wa hana desu ka?
Pupil 2: Hai, soo desu.
Akai hana desu yo.
Sore wa jidoosha desu ka?
Pupil 3: Iie, chigaimasu.
Kore wa inu desu yo.
Sore wa tori desu ka?

Etc.

11.3.7 Dialogue Memorization Drill

11.3.8 Role Playing

11.4 NEW VOCABULARY

akai ..... red
aoi ..... blue
Hai, soo desu ..... Yes, it's right.
hana ..... flower
Iie, chigaimasu ..... No, it's wrong.
jidoosha ..... automobile
kuroi ..... black
shiroi ..... white
yo ..... (See notes)

11.5 SUGGESTED ACTIVITIES

11.5.1 Song

Akai Tori, Kotori

Add three more verses to the song introduced in 10.5.1 by substituting shiroi tori, aoi tori, and kuroi tori.

11.5.2 Games

Guess What? Select one of the visual cards. Place the card in a large envelope. The class does not know which card was selected. One pupil volunteers as a leader and gets to see the card. The class must guess what it is. The pupil who guesses correctly becomes the next leader. He picks a new card for the envelope.

Leader: Kore wa nan desu ka?
Pupil 1: Sore wa akai tori desu ka?
Leader: Iie, chigaimasu.
Pupil 2: Sore wa ookii jidoosha desu ka?
Leader: Hai, soo desu.

Charades: Write the nouns that have appeared in the text thus far on small slips of paper or card. Put all the nouns in a box and let 'it' pick one. He is to mime the noun shown on the paper or card. Let him do this before the class about two or three times. The pupils take turns in guessing. The one guessing correctly becomes the next 'it.'

'It': (Acts out a bird)
Pupil 1: Sore wa sakana desu ka?
'It': Iie, chigaimasu.
Pupil 2: Sore wa tori desu ka?
'It': Hai, soo desu.

11.6 NOTES

11.6.1 Structure

HAI,	soo desu.
IIE,	chigaimasu.

Hai, soo desu is a short answer indicating agreement.

Iie, chigaimasu is a short answer indicating disagreement. Chigau is a verb meaning "something differs." This verb will be studied later.

11.6.2 Usage

Yo at the end of a sentence gives emphasis to what is being said. The speaker wants to be sure that the listener understands what he is trying to say.

11.6.3 Culture

None

11.6.4 Pronunciation

Emphasis suggested:

ro - shiroi, kuroi

oi - shiroi, kuroi, aoi

UNIT 4 LESSON 12

12.1 OBJECTIVES

Review: Lessons 10 and 11

12.2 EXPRESSIONS

(Masao is showing his painting to his mother)

Masao: Okaasan, kore wa uma desu yo.

Okaasan: Chiisai uma desu ne.

Masao: Hai, soo desu.

Okaasan: Sore wa nan desu ka?

Masao: Kore wa akai tori desu yo.

12.3 PRACTICE

12.3.1 Substitution Drill

Cue: (sore)
Teacher: Kore wa uma desu yo.
Class: Sore wa uma desu yo.

Teacher: Kore wa tori desu yo.
Group 1: Sore wa tori desu yo.

Teacher: Kore wa sakana desu yo.
Pupil 1: Sore wa sakana desu yo.

12.3.2 Substitution Drill

Cue: (kore)
Teacher: Sore wa hon desu yo.
Class: Kore wa hon desu yo.

Teacher: Sore wa en'pitsu desu yo.
Group 1: Kore wa en'pitsu desu yo.

Teacher: Sore wa nooto desu yo.
Pupil 1: Kore wa nooto desu yo.

12.3.3 Response Drill

Use visual cards as cues to elicit responses.

Teacher: Sore wa nan desu ka?
Class: Kore wa jidoosha desu.
Teacher: Sore wa kuroi jidoosha desu ka?
Class: Hai, soo desu.

Teacher: Sore wa nan desu ka?
Class: Kore wa hana desu.
Teacher: Sore wa akai hana desu ka?
Class: Iie, chigaimasu.
Aoi hana desu yo.

Teacher: Sore wa nan desu ka?
Group 1: Kore wa tori desu.
Teacher: Sore wa shiroi tori desu ka?
Group 1: Hai, soo desu.

Teacher: Sore wa nan desu ka?
Group 2: Kore wa neko desu.
Teacher: Sore wa kuroi neko desu ka?
Group 2: Iie, chigaimasu.
Shiroi neko desu yo.

Teacher: Sore wa nan desu ka?
Pupil 1: Kore wa uma desu.
Teacher: Sore wa shiroi uma desu ka?
Pupil 1: Hai, soo desu.

Teacher: Sore wa nan desu ka?
Pupil 1: Kore wa inu desu.
Teacher: Sore wa kuroi inu desu ka?
Pupil 1: Iie, chigaimasu.
Shiroi inu desu yo.

12.3.4 Response Drill

Use visual cards as cues to elicit responses.

Teacher: Kore wa akai hana desu ka?
Class: Hai, soo desu.
Teacher: Kore wa shiroi hana desu ka?
Class: Iie, chigaimasu.
Aoi hana desu yo.

Teacher: Kore wa ookii neko desu ka?
Group 1: Hai, soo desu.
Teacher: Kore wa kuroi neko desu ka?
Group 1: Iie, chigaimasu.
Shiroi neko desu yo.

Teacher: Kore wa ookii jidoosha desu ka?
Pupil 1: Hai, soo desu.
Teacher: Kore wa aoi jidoosha desu ka?
Pupil 1: Iie, chigaimasu.
Akai jidoosha desu yo.

12.3.5 Chain Drill

Let pupils choose the adjectives. Use the visual cards as cues.

Pupil 1: Kore wa hana desu yo.
Pupil 2: Ookii hana desu ne.
Kore wa kuroi neko desu yo.
Pupil 3: Chiisai neko desu ne.
Kore wa taiko desu yo.

Etc.

12.3.6 Dialogue Memorization Drill

12.3.7 Role Playing

12.4 NEW VOCABULARY

None

12.5 SUGGESTED ACTIVITIES

12.5.1 Art

If it is possible, plan with the pupils to combine an art activity with the Japanese lesson. Small groups may paint murals showing animals, flowers, cars, and family members appearing in the text. Let them paint in different colors and various sizes.

Variation: Let pupils do painting or crayon drawing using the nouns and adjectives appearing in the text. Encourage them to construct simple dialogues. If time permits, they may do individual presentations, showing their art work.

12.6 NOTES

None

UNIT 5 LESSON 13

13.1 OBJECTIVES

Useful expression: IMA IKIMASU.

New vocabulary: ashi, gohan, hana, kao, kuchi, me, mimi, te, araimashoo, tabemashoo

13.2 EXPRESSIONS

(Mother calls Masao for dinner)

Okaasan: Masao san, gohan desu yo.

Masao: Hai, ima ikimasu.

Okaasan: Masao san, te o araimashoo.

Masao: Hai.

Masao: Otoosan, gohan o tabemashoo.

13.3 PRACTICE

13.3.1 Repetition Drill

Teacher: araimashoo
Class: araimashoo

Teacher: te o araimashoo
Class: te o araimashoo

Teacher: araimashoo
Group 1: araimashoo

Teacher: kao o araimashoo
Group 1: kao o araimashoo

Teacher: araimashoo
Pupil 1: araimashoo

Teacher: ashi o araimashoo
Pupil 1: ashi o araimashoo

Teacher: tabemashoo
Pupil 2: tabemashoo

Teacher: gohan o tabemashoo
Pupil 2: gohan o tabemashoo

13.3.2 Substitution Drill

(Model)
Cue: (te)
Teacher: Te o araimashoo.

Cue: (kao)
Class: Kao o araimashoo.

Cue: (ashi)
Class: Ashi o araimashoo.

Cue: (kuchi)
Group 1: Kuchi o araimashoo.

Cue: (mimi)
Group 2: Mimi o araimashoo.

Cue: (te)
Pupil 1: Te o araimashoo.

Cue: (kao)
Pupil 2: Kao o araimashoo.

13.3.3 Response Drill

Teacher: Minasan, gohan desu yo.
Class: Hai, ima ikimasu.

Teacher: Minasan, gohan desu yo.
Group 1: Hai, ima ikimasu.

Teacher: Merii san, gohan desu yo.
Mary: Hai, ima ikimasu.

Teacher: Jooji san, gohan desu yo.
George: Hai, ima ikimasu.

13.3.4 Chain Drill

Mary: Jon san, gohan desu yo.
John: Hai, ima ikimasu.
Jooji san, gohan desu yo.
George: Hai, ima ikimasu.
Suuzan san, gohan desu yo.

Etc.

13.3.5 Chain Drill

Susan: Jooji san, gohan o tabemashoo.
George: Hai, gohan o tabemashoo.
Merii san, gohan o tabemashoo.
Mary: Hai, gohan o tabemashoo.
Jon san, gohan o tabemashoo.

Etc.

13.3.6 Dialogue Memorization Drill

13.3.7 Role Playing

13.4 NEW VOCABULARY

araimashoo ..... let's wash
ashi ..... feet
gohan ..... meal
hana ..... nose
ima ikimasu ..... I'm coming now.
kao ..... face
kuchi ..... mouth
me ..... eyes
mimi ..... ears
tabemashoo ..... let's eat
te ..... hands

13.5 SUGGESTED ACTIVITIES

13.5.1 Song

Te o Tatakimashoo

Te o tatakimashoo	Let's clap our hands
Tan, tan, tan, tan,	Clap, clap, clap, clap,
Tan, tan, tan.	Clap, clap, clap.
Ashibumi shimashoo	Let's stamp our feet
Tan, tan, tan, tan,	Stamp, stamp, stamp, stamp,
Tan, tan, tan.	Stamp, stamp, stamp.
Waraimashoo, a-ha-ha	Let's laugh out loud
Waraimashoo, a-ha-ha	Let's laugh out loud
A-ha-ha, a-ha-ha	A-ha-ha, a-ha-ha
Aa, omoshiroi!	Gee, this is fun!

Note: If it is difficult for the pupils to sing the entire song,

teach only the first part. It is also possible to sing the first part and to recite the second part.

13.5.2 Game

Hana, Hana: This is an adaptation of 'Simon Says.' The pupils all stand and face 'it.' 'It,' using finger motions, points to his nose and calls the signals.

Example: Hana, hana, hana, kuchi!

Instead of pointing to his mouth 'it' points to his eye (or any other part) when he says kuchi. The pupils who point to their eyes must sit down. Once in a while it is fun for 'it' to give a signal that corresponds to where he is pointing.

13.6 NOTES

13.6.1 Structure

None

13.6.2 Usage

Ima ikimasu is treated as a useful expression in this lesson. The -MASU form will be taught as a pattern in a later volume.

Gohan o tabemashoo means "Let's eat (a meal)." This is the other use of the -MASHOO form mentioned in Lesson 8.6.1.

Te o araimashoo means "Let's wash our hands." But in this dialogue situation the mother is urging the child to wash. This use is not mentioned in Lesson 8. However, it is commonly used by adults in speaking to children. It can be replaced by "te o arai nasai" (command form meaning "wash your hands"), but as the children's use of "nasai" is limited, the -MASHOO form is taught here.

13.6.3 Culture

Gohan can mean a meal or cooked rice, depending on the centext. When calling family members for meals, the Japanese use gohan rather than using the specific terms such as asagohan (breakfast), hirugohan (lunch), and bangohan (dinner).

13.6.4 Pronunciation

Emphasis suggested:

ha - hana, gohan

ka - kao

ki - ikimasu

ku - kuchi

ta - tabemashoo

UNIT 5 LESSON 14

14.1 OBJECTIVES

Short answers: HAI, TABEMASHOO;
HAI, NOMIMASHOO.

Useful expressions: ITADAKIMASU;
GOCHISOO SAMA.

New vocabulary: aisukuriimu, juusu, keeki, miruku, okashi, omizu, oishii, nomimashoo

14.2 EXPRESSIONS

(Enjoying some refreshments)

Yooko: Okaasan, keeki o tabemashoo.

Okaasan: Hai, tabemashoo.
Juusu o nomimashoo ne.

Yooko: Hai, nomimashoo.

Yooko & Okaasan: Itadakimasu.

Yooko: Oishii!

Yooko & Okaasan: Gochisoo sama.

14.3 PRACTICE

14.3.1 Repetition Drill

Teacher: tabemashoo
Class: tabemashoo

Teacher: keeki o tabemashoo
Class: keeki o tabemashoo

Teacher: tabemashoo
Group 1: tabemashoo

Teacher: okashi o tabemashoo
Group 1: okashi o tabemashoo

Teacher: tabemashoo
Pupil 1: tabemashoo

Teacher: aisukuriimu o tabemashoo
Pupil 2: aisukuriimu o tabemashoo

Teacher: nomimashoo
Class: nomimashoo

Teacher: juusu o nomimashoo
Class: juusu o nomimashoo

Teacher: nomimashoo
Group 1: nomimashoo

Teacher: miruku o nomimashoo
Group 1: miruku o nomimashoo

Teacher: nomimashoo
Pupil 1: nomimashoo

Teacher: omizu o nomimashoo
Pupil 1: omizu o nomimashoo

Teacher: itadakimasu
Class: itadakimasu

Teacher: itadakimasu
Group 1: itadakimasu

Teacher: itadakimasu
Pupil 1: itadakimasu

Teacher: oishii
Class: oishii

Teacher: oishii
Group 1: oishii

Teacher: oishii
Pupil 1: oishii

Teacher: gochisoo sama
Class: gochisoo sama

Teacher: gochisoo sama
Group 1: gochisoo sama

Teacher: gochisoo sama
Pupil 1: gochisoo sama

14.3.2 Substitution Drill

(Model)
Cue: (keeki)
Teacher: Keeki o tabemashoo.

Cue: (okashi)
Class: Okashi o tabemashoo.

Cue: (aisukuriimu)
Class: Aisukuriimu o tabemashoo.

Cue: (gohan)
Group 1: Gohan o tabemashoo.

Cue: (sakana)
Group 2: Sakana o tabemashoo.

14.3.3 Substitution Drill

(Model)
Cue: (juusu)
Teacher: Juusu o nomimashoo.

Cue: (miruku)
Class: Miruku o nomimashoo.

Cue: (omizu)
Class: Omizu o nomimashoo.

Cue: (juusu)
Group 1: Juusu o nomimashoo.

Cue: (miruku)
Group 2: Miruku o nomimashoo.

14.3.4 Substitution Drill

Let pupils choose the verbs.

(Model)
Cue: (miruku)
Teacher: Miruku o nomimashoo.

Cue: (keeki)
Class: Keeki o tabemashoo.

Cue: (omizu)
Class: Omizu o nomimashoo.

Cue: (okashi)
Class: Okashi o tabemashoo.

Cue: (juusu)
Group 1: Juusu o nomimashoo.

Cue: (aisukuriimu)
Group 2: Aisukuriimu o tabemashoo.

Cue: (keeki)
Pupil 1: Keeki o tabemashoo.

Cue: (miruku)
Pupil 2: Miruku o nomimashoo.

14.3.5 Response Drill

Cue: (yes)

Teacher: Okashi o tabemashoo.
Class: Hai, tabemashoo.

Teacher: Juusu o nomimashoo.
Class: Hai, nomimashoo.

Teacher: Keeki o tabemashoo.
Group 1: Hai, tabemashoo.

Teacher: Miruku o nomimashoo.
Group 2: Hai, nomimashoo.

Teacher: Gohan o tabemashoo.
Pupil 1: Hai, tabemashoo.

Teacher: Omizu o nomimashoo.
Pupil 2: Hai, nomimashoo.

14.3.6 Chain Drill

Let pupils form their own sentences using tabemashoo or nomimashoo.

Pupil 1: Okashi o tabemashoo.
Pupil 2: Hai, tabemashoo.
Omizu o nomimashoo.
Pupil 3: Hai, nomimashoo.
Gohan o tabemashoo.

Etc.

14.3.7 Dialogue Memorization Drill

14.3.8 Role Playing

14.4 NEW VOCABULARY

aisukuriimu ..... ice cream
gochisoo sama ..... That was a good meal.
itadakimasu ..... Let's start eating.
juusu ..... juice
keeki ..... cake
miruku ..... milk
nomimashoo ..... let's drink
oishii ..... delicious
okashi ..... candy, cookies, sweets
omizu ..... water

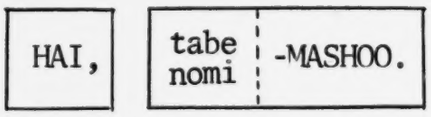
14.5 SUGGESTED ACTIVITIES

14.5.1 Game

Which One? This game reinforces the understanding of 'tabemashoo' and 'nomimashoo.' When the leader says keeki, the pupils must make the motions of eating. When he says miruku, they must make the motions of drinking. The two motions should be clarified before the game. Use all the nouns that are appropriate.

14.6 NOTES

14.6.1 Structure



Hai, tabemashoo. When the -MASHOO form is used to mean "Let's ..." the affirmative answer in -MASHOO is possible. See the following difference:

A: Gohan o tabemashoo.
B: Hai, tabemashoo.

A: Hon o agemashoo.
B: Doomo arigatoo.

14.6.2 Usage

Juusu o nomimashoo ne is equivalent to "Let's drink juice, shall we?" Ne following -MASHOO means "shall we?"

Keeki, juusu, miruku, and aisukuriimu are "gairaigo" (foreign loan words). Recently many foreign words have been introduced in Japan. The Japanese have included these foreign words in the language rather than referring to them in Japanese terms.

14.6.3 Culture

When seated at a table, the Japanese say itadakimasu before eating a meal or any refreshments. They express thanks for the food by this short sentence.

Gochisoo sama is said at the end of a meal to express satisfaction and thanks.

14.6.4 Pronunciation

Emphasis suggested:

da - itadakimasu

ru - miruku

ri - aisukuriimu

UNIT 5 LESSON 15

15.1 OBJECTIVES

Review: Lessons 13 and 14

15.2 EXPRESSIONS

(Masao and Yooko are making clay animals and Yooko's mother calls them for ice cream)

Okaasan: Masao san, Yooko san, aisukuriimu o tabemashoo.

Masao & Yooko: Hai, ima ikimasu.

Yooko: Masao san, te o araimashoo.

Masao: Hai, araimashoo.

(In the dining room)

Yooko: Okaasan, omizu o kudasai.

Okaasan: Hai, omizu.

Yooko: Doomo arigatoo.

Okaasan: Hai, aisukuriimu.

Masao & Yooko: Itadakimasu.

Masao & Yooko: Oishii!

Masao & Yooko: Gochisoo sama.

15.3 PRACTICE

15.3.1 Repetition Drill

Teacher: te o araimashoo
Class: te o araimashoo

Teacher: ashi o araimashoo
Group 1: ashi o araimashoo

Teacher: kao o araimashoo
Pupil 1: kao o araimashoo

Teacher: aisukuriimu o tabemashoo
Class: aisukuriimu o tabemashoo

Teacher: keeki o tabemashoo
Group 1: keeki o tabemashoo

Teacher: okashi o tabemashoo
Pupil 1: okashi o tabemashoo

Teacher: omizu o nomimashoo
Class: omizu o nominashoo

Teacher: juusu o nomimashoo
Group 1: juusu o nomimashoo

Teacher: miruku o nomimashoo
Pupil 1: miruku o nomimashoo

Teacher: omizu o kudasai
Class: omizu o kudasai

Teacher: okashi o kudasai
Group 1: okashi o kudasai

Teacher: aisukuriimu o kudasai
Pupil 1: aisukuriimu o kudasai

15.3.2 Substitution Drill

Let pupils choose the verbs.

(Model)
Cue: (kao)
Teacher: Kao o araimashoo.

Cue: (okashi)
Class: Okashi o tabemashoo.

Cue: (omizu)
Class: Omizu o nomimashoo.

Cue: (te)
Class: Te o araimashoo.

Cue: (aisukuriimu)
Group 1: Aisukuriimu o tabemashoo.

Cue: (miruku)
Group 2: Miruku o nomimashoo.

Cue: (keeki)
Group 3: Keeki o tabemashoo.

Cue: (ashi)
Pupil 1: Ashi o araimashoo.

Cue: (gohan)
Pupil 2: Gohan o tabemashoo.

Cue: (juusu)
Pupil 3: Juusu o nomimashoo.

15.3.3 Substitution Drill

(Model)
Cue: (okashi)
Teacher: Okashi o kudasai.

Cue: (juusu)
Class: Juusu o kudasai.

Cue: (aisukuriimu)
Group 1: Aisukuriimu o kudasai.

Cue: (keeki)
Group 2: Keeki o kudasai.

Cue: (omizu)
Pupil 1: Omizu o kudasai.

Cue: (miruku)
Pupil 2: Miruku o kudasai.

15.3.4 Response Drill

Teacher: Gohan o tabemashoo.
Class: Hai, ima ikimasu.

Teacher: Juusu o nomimashoo.
Group 1: Hai, ima ikimasu.

Teacher: Te o araimashoo.
Pupil 1: Hai, ima ikimasu.

15.3.5 Response Drill

Teacher: Te o araimashoo.
Class: Hai, araimashoo.

Teacher: Aisukuriimu o tabemashoo.
Group 1: Hai, tabemashoo.

Teacher: Miruku o nomimashoo.
Pupil 1: Hai, nomimashoo.

Group 1: Kao o araimashoo.
Group 2: Hai, araimashoo.

Group 1: Keeki o tabemashoo.
Group 2: Hai, tabemashoo.

Group 1: Omizu o nomimashoo.
Group 2: Hai, nomimashoo.

15.3.6 Response Drill

Teacher: Omizu o kudasai.
Class: Hai, omizu.

Teacher: Aisukuriimu o kudasai.
Group 1: Hai, aisukuriimu.

Teacher: Juusu o kudasai.
Pupil 1: Hai, juusu.

Group 1: Miruku o kudasai.
Group 2: Hai, miruku.

Group 2: Okashi o kudasai.
Group 1: Hai, okashi.

15.3.7 Dialogue Memorization Drill

15.3.8 Role Playing

15.4 NEW VOCABULARY

None

15.5 SUGGESTED ACTIVITIES

Refer to Lessons 13 and 14.

15.6 NOTES

None

GENERAL REVIEW

KAMISHIBAI
(Paper-Play)

Yooko san No Ichinichi (Yooko's Day)

1. Yooko's activities in the morning:

Yooko: Okaasan, ohayoo gozaimasu.

Okaasan: Yooko san, ohayoo.
Gohan desu yo.

Yooko: Hai, ima ikimasu.

Yooko: Itadakimasu.
Okaasan, miruku o kudasai.

Okaasan: Hai, miruku.

Yooko: Doomo arigatoo.

(Yooko finishes her breakfast)

Yooko: Gochisoo sama.

Yooko: Okaasan, itte mairimasu.

Okaasan: Itterasshai.

2. Yooko and Masao are working with clay in school:

Yooko: Masao san, sore wa nan desu ka?

Masao: Kore wa sakana desu yo.

Yooko: Chiisai sakana desu ne.

Masao: Yooko san, sore wa uma desu ka?

Yooko: Iie, chigaimasu.

Masao: Inu desu ka?

Yooko: Iie, chigaimasu.

Masao: Neko desu ka?

Yooko: Hai, soo desu.

Sen'sei: Minasan, te o araimashoo.

Yooko & Masao: Hai.

3. The children at Masao's birthday party:

Yooko, Emiko & Mitsuo: Masao san, otan'joobi omedetoo.

Masao: Doomo arigatoo.

Emiko: Yooko san, keeki o tabemashoo.

Yooko: Hai, tabemashoo.

Emiko: Mitsuo san, aisukuriimu o agemashoo.

Mitsuo: Doomo arigatoo.

Emiko: Doo itashimashite.

Masao: Oneesan, juusu o kudasai.

Emiko: Hai, juusu.

Masao: Doomo arigatoo.

4. Yooko and Mitsuo are doing their homework:

Mitsuo: Yooko san, akai en'pitsu o kudasai.

Yooko: Hai, akai en'pitsu.

Yooko: Oniisan, chiisai nooto o kudasai.

Mitsuo: Hai, aoi nooto o agemashoo.

Yooko: Doomo arigatoo.

5. Yooko is ready to go to bed:

Yooko: Otoosan, oyasumi nasai.

Otoosan: Yooko san, oyasumi nasai.

Yooko: Okaasan, oyasumi nasai.

Okaasan: Yooko san, oyasumi nasai.

Yooko: Oniisan, oyasumi nasai.

Mitsuo: Yooko san, oyasumi nasai.

The kamishibai should be introduced for pupils' recognition. The teacher is encouraged to say many things about the pictures within the pupils' vocabulary. When the pupils have watched the kamishibai several times, it is suggested that they reproduce the dialogues.

Pronunciation Review Practice

Pronounce the following sounds in the following order:

a i u e o

Pronounce the following sounds and words:

a - akai

i - inu

u - uma

e - Emiko

o - okashi

Pronounce the following words:

okaasan

oniisan

juusu

oneesan

otoosan

Pronounce the following words:

sakana - okaasan

mimi - oniisan

kuroi - juusu

neko - oneesan

tori - otoosan

Pronounce the following vowel combinations:

au - ai - hai - taiko

au - ao - aoi - kao

iu - ie - io - ia

ue - uo - ua - ui

eo - ea - ei - eu - sen'sei

oa - oi - aoi

ou - oe - oishii

Pronounce the following words:

en'pitsu

nin'gyoo

otan'joobi

sen'sei

kon'ban' wa

kon'nichi wa

STRUCTURAL POINTS

UNIT 2

Lesson 4: Watashi WA Yooko DESU.

Lesson 5: Masao san wa IKUTSU desu KA?

UNIT 3

Lesson 7: En'pitsu O KUDASAI.

Lesson 8: Booru O age-MASHOO.
Chiisa-I booru o kudasai.

UNIT 4

Lesson 10: Kore wa NAN desu ka?

Lesson 11: HAI, soo desu.
IIE, chigaimasu.

UNIT 5

Lesson 14: HAI, tabe-MASHOO.

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*Passive learning only

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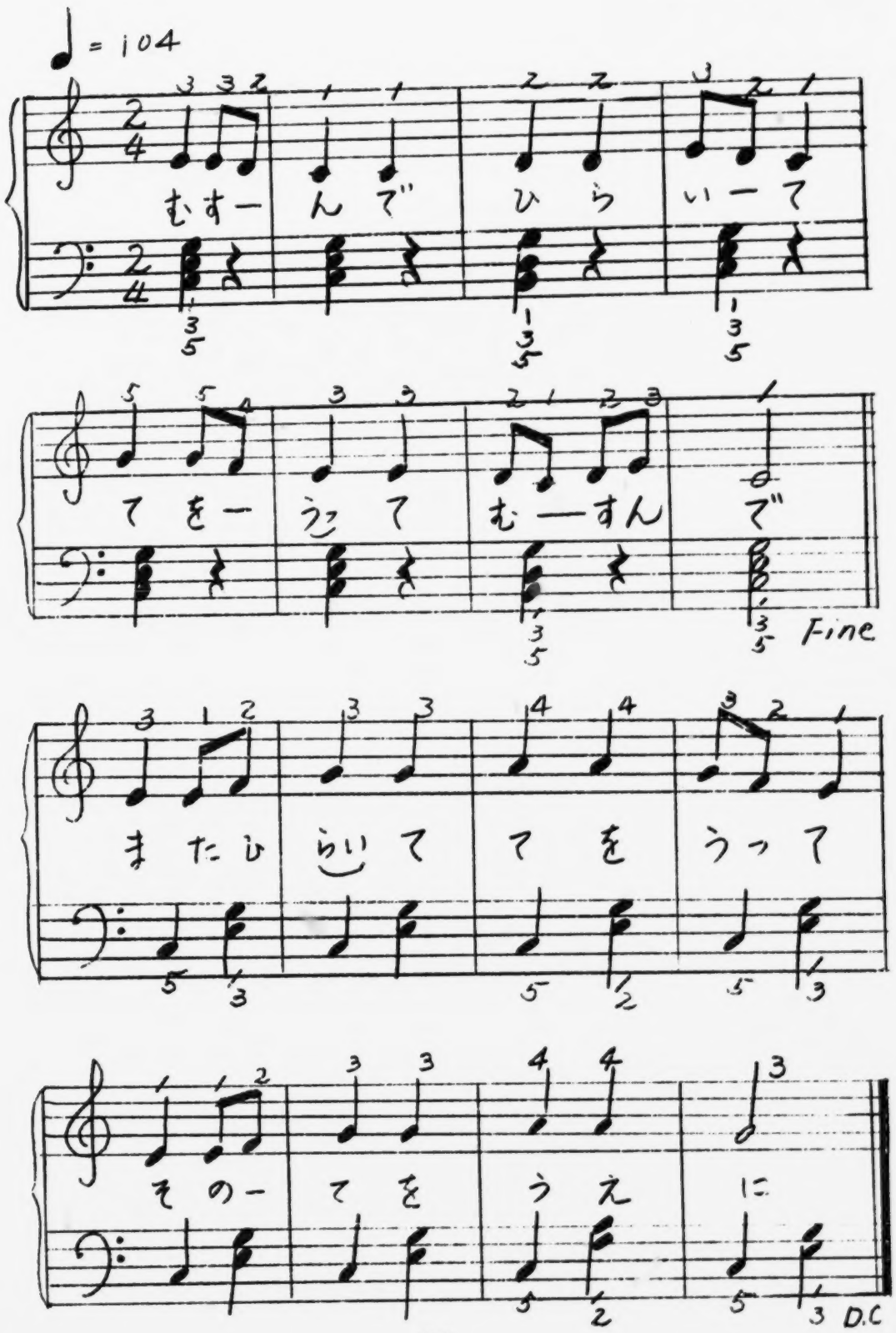
むすんで ひらいて

文部省唱歌
楢内良枝編曲

さ よ う な ら

作詞　戸倉ハル
作曲　小林つや江

たのしそうに
♩= 138

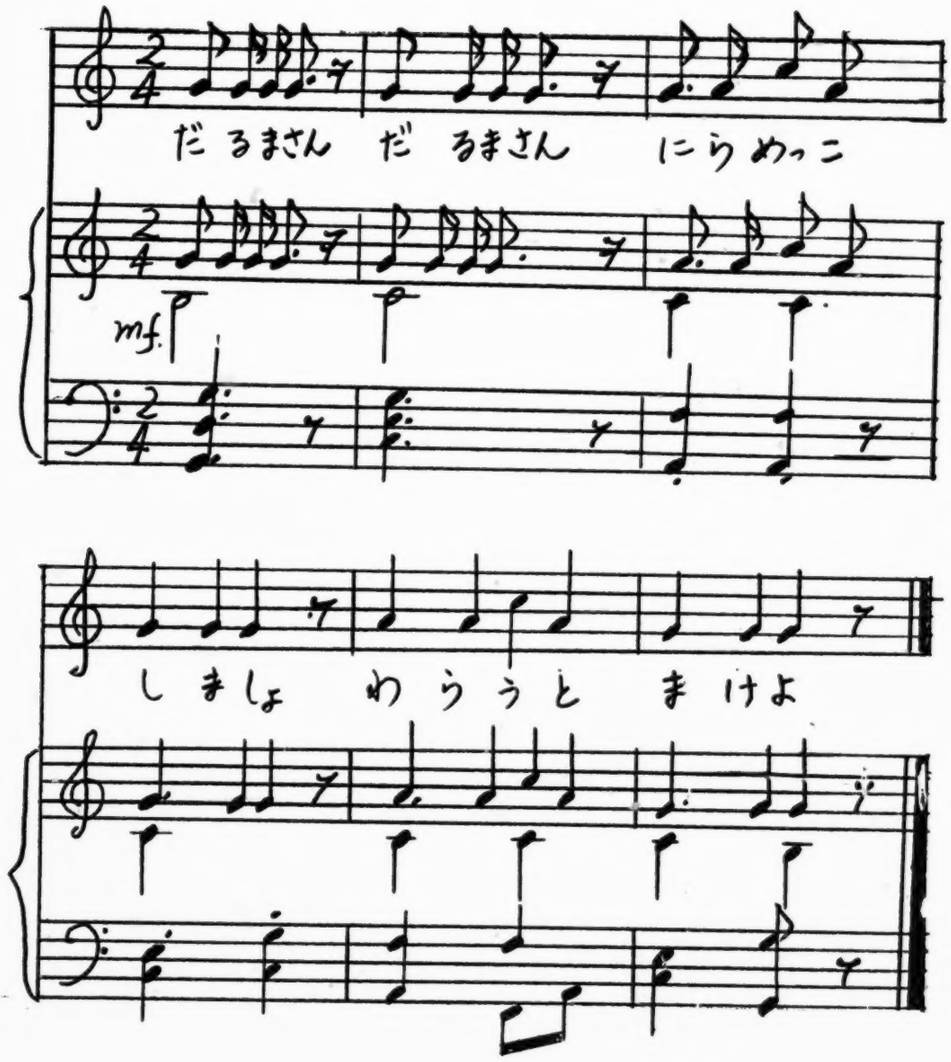
せんせい　さよなら　また　あした

みなさん　さよなら　さようなら

だるまさん

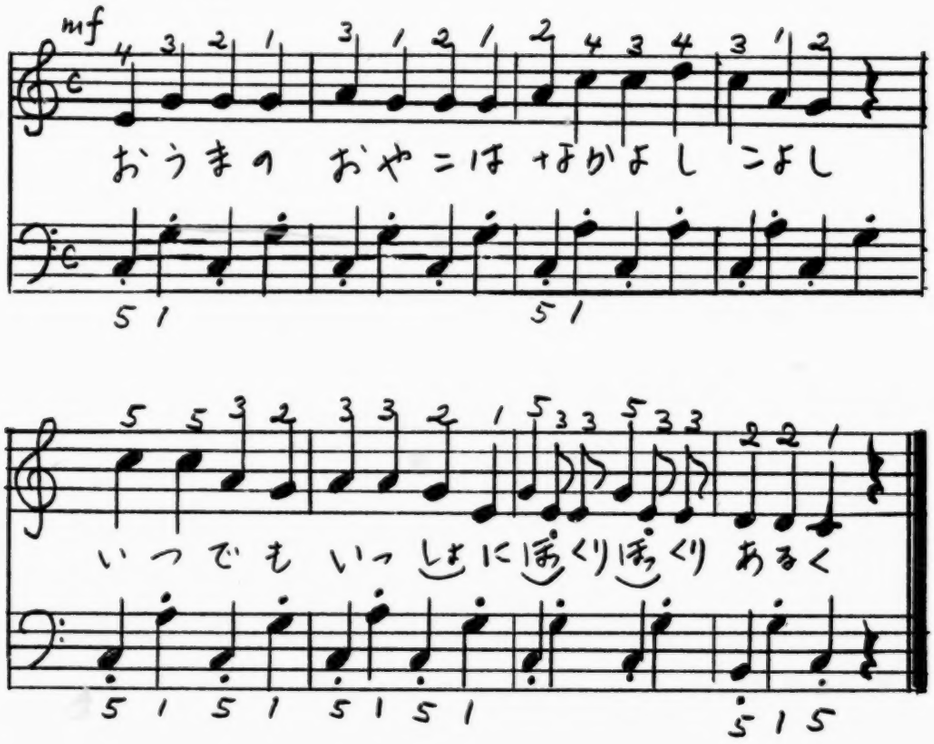
編作　信時潔

おさなく

♩= 112

おうま

松島つね 作曲
浦口照子 編曲

林柳波 作詞

♩ = 112

赤い鳥 小鳥

成田 爲三 作曲
橋内 良枝 編曲

北原白秋 作詞
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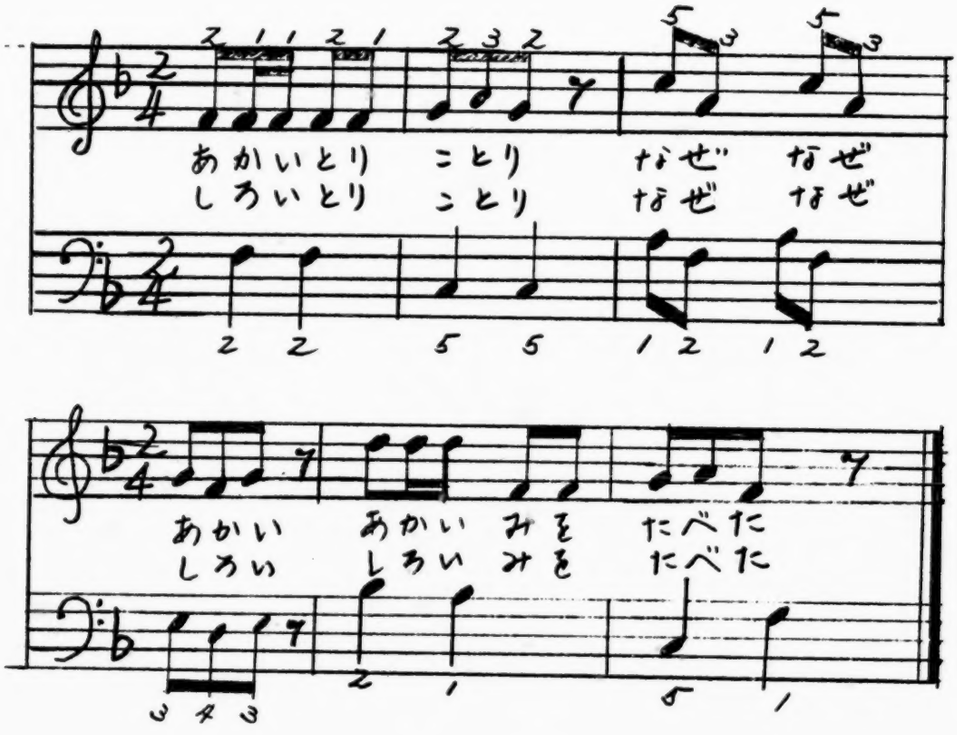
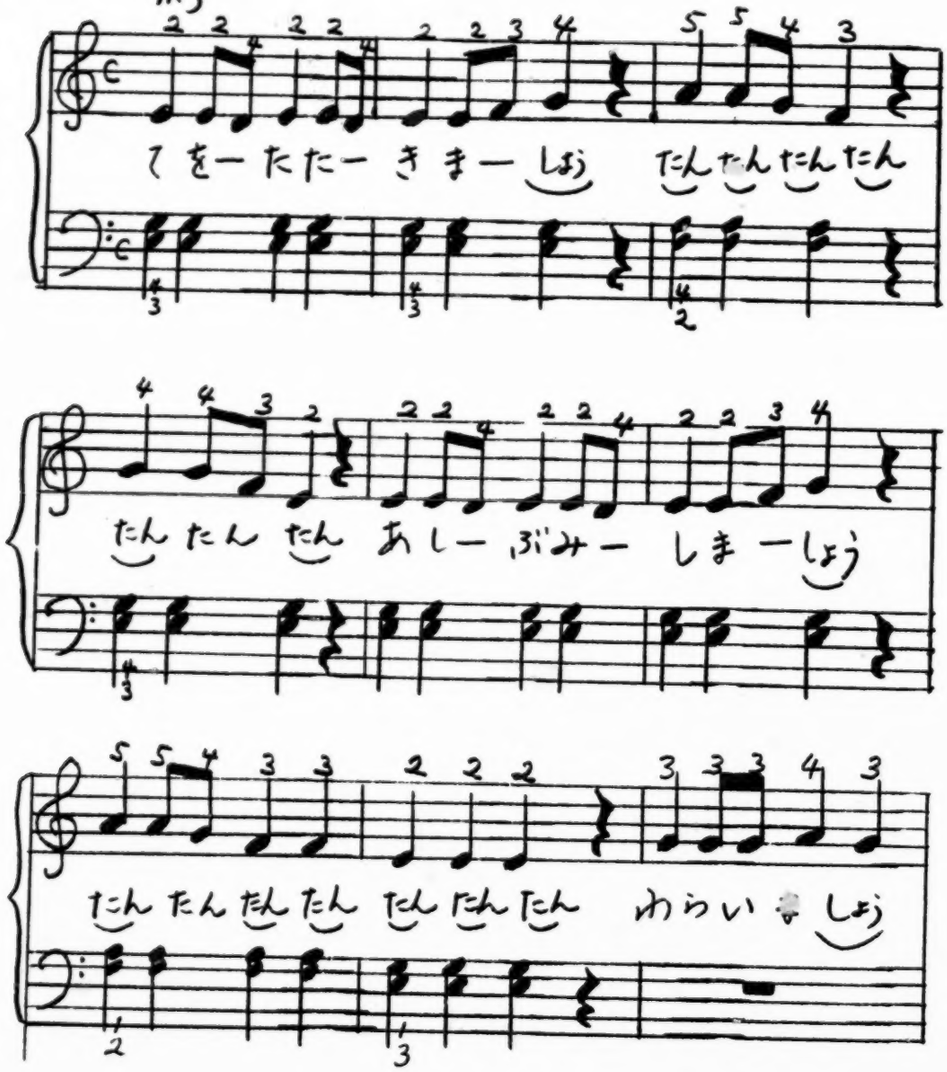
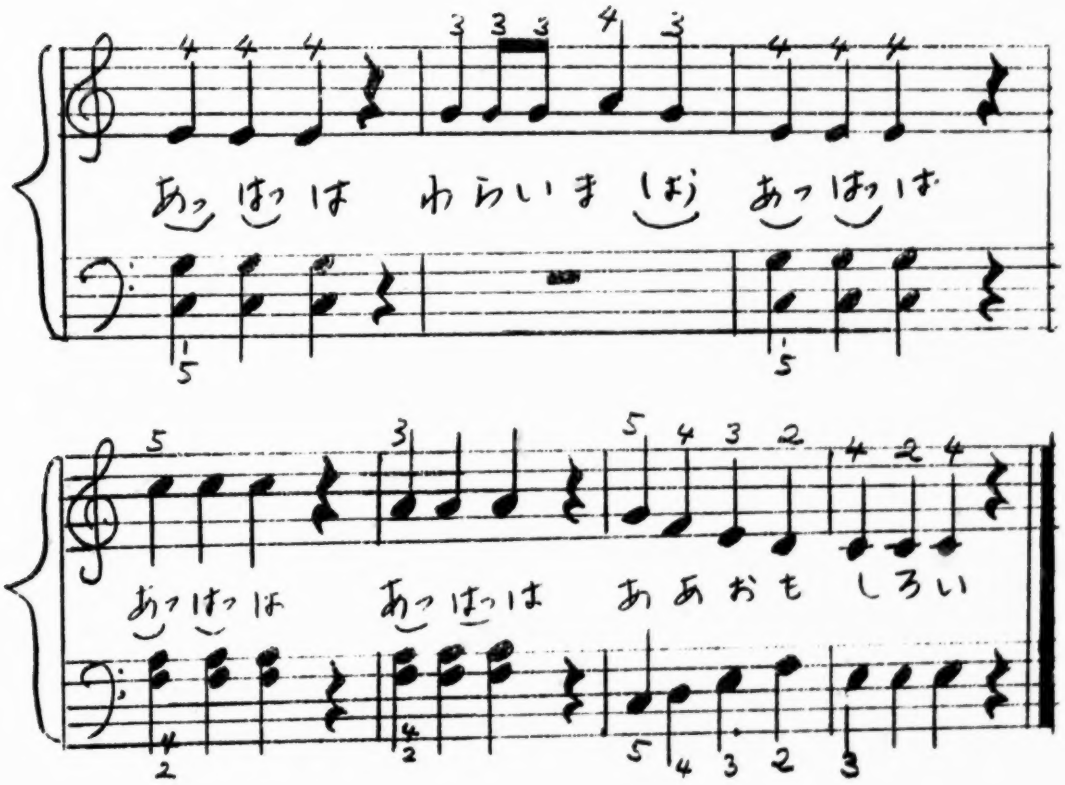

手をたたきましょう

作曲　不明
橋内良枝編曲

作詞　不明
♩=120
mf

あっはっは わらいまし あっはっは
あっはっは あっはっは あおおもしろい